DOCUMENT RESUME

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IDENTIFIERS	Educational Information; *ERIC

ABSTRACT

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 229 publications produced by the 16 ERIC Clearinghouses in 1986. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1986) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1986. Also included is ERIC Ready Reference #9, which provides information on ERIC Digests, the ERIC Digests Online (EDO) database, and how to get connected to EDO and search it online, as well as a form for ordering ERIC documents from the ERIC Document Reproduction Service (EDRS). (BBM)

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CLEARINGHOUSE PUBLICATIONS 1986

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EDUCATIONAL RESOURCES INFORMATION CENTER

Educational Resources Information Center

ERIC Clearinghouse Publications

1986

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January–December 1986

July 1987

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland

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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the seventeenth bibliography in the series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-271 125	62 p.	Jan-Dec 1985	176
ED-	p.	Jan-Dec 1986	229
		TOTAL (1968–1986)	4680

This bibliography covers the calendar year period from January through December 1986. It lists a total of 229 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education (RIE).*

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968–1986)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	TOTALS
AC	Adult Education	24	16	20	28	20	16												124
AL	Linguistics	2	7	11	11														31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	14	12	130
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	216
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	16	243
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	405
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	470
EF	Educational Facilities	1	19	16															36
EM	Educational Media and Technology	7	8	11	8	14	16												64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	232
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	268
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	11	166
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	353
LI	Library and Information Sciences		2	7	9	14	8												40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	268
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	222
RE	Reading	16	19	15	9	5													64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	372
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	15	156
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	228
TE	Teaching of English	3	7	32	24	26													92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4	1	1	7	120
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	222
VT	Vocational and Technical Education	11	18	30	39	42	18												158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229**	4680

*i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
**Digests (2 page publications) routinely included in RIE for first time in 1986.

SAMPLE RIE RESUME

ED 654 321 CE 123 456
Smith, John D. Johnson, Jane
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE-C-83-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type— Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

Page
CE —Adult, Career, and Vocational Education..... 1
CG —Counseling and Personnel Services......... 3
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SP —Teacher Education............................ 35
TM —Tests, Measurement, and Evaluation......... 37
UD —Urban Education.............................. 38

CE

ED 260 300 CE 042 374
Lee, Jasper S.
Agricultural Education: Review and Synthesis of the Research, Fourth Edition. Information Series No. 298.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—47p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN298–$4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agricultural Education, *Educational Research, Extension Education, Instructional Materials, International Education, Master Teachers, Microcomputers, Postsecondary Education, Public Relations, School Holding Power, Secondary Education, State of the Art Reviews, Student Organizations, Student Recruitment, Supervised Farm Practice, *Teacher Education, Teacher Morale, Teacher Persistence, *Vocational Education, Vocational Followup

This fourth edition of a review and synthesis of agricultural education research concentrates on the period from 1978 to 1984. The review covers research published in papers and bulletins, compilations of abstracts, proceedings of regional and national agricultural education research meetings, material in the ERIC database, masters' theses, and doctoral dissertations. Criteria for selection include the extent to which findings are generalizable, saliency of the research, and importance of the research question to agricultural education trends and issues. The document covers these aspects of agricultural education: (1) vocational-technical agricultural programs, encompassing curriculum and instruction, student organizations, supervised occupational experience, summer programs, and student recruitment, retention, placement, and followup; (2) personnel preparation, including teacher education programs, methods, and organizations; (3) instructional materials and technology, focusing on microcomputer applications; (4) professionalism, discussing master teachers, morale and satisfaction, and teacher retention; (5) relationships with publics, including public perceptions and program promotion; (6) international agricultural education; and (7) extension education. A summary section highlights areas for future research and the need for a national research agenda. An extensive bibliography of the cited studies concludes the document. (SK)

ED 260 301 CE 042 375
Olivier, William P.
Videodiscs in Voc Ed. Information Series No. 299.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—40p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN299–$4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, Design Requirements, Facility Requirements, Individualized Instruction, Job Training, *Online Systems, *Production Techniques, Programed Instruction, Television Studios, *Videodisc Recordings, *Video Equipment
Identifiers—Instructional Systems Development, Story Boards

This paper provides teachers and trainers with the concepts and procedures involved in using interactive videodisc technology for instruction. Described first are types of individualized instruction that have influenced videodisc development: programmed and computer-aided instruction, as well as computer graphics. Then the author explains how video technology operates, stating the advantages of the optical videodisc over videotape. Next, he illustrates different configurations for learner interaction with video. Advantages and disadvantages of such delivery systems as optical reflective disc players and direct-read-after-write disc recorders are described. Examples of the use of interactive videodisc in on-the-job training and instruction are provided. Because few such programs are available, the next three sections elaborate a systematic process for designing, producing, and implementing video training materials. The design section follows the five steps of the Instructional Systems Development process (analysis, design, development, implementation, and evaluation). The topic of production centers around the use of the storyboard as a guideline for all production elements. Film and video production are compared. Next, major considerations in implementation are discussed: site preparation, facility requirements, teacher training, management involvement, and evaluation. The last section describes the author's production of a videodisc on machine lathe operations, a case study encompassing the stages of development, site preparation, field trials, and evaluation. (SK)

ED 260 302 CE 042 376
Parsons, Michael H.
Part-Time Occupational Faculty: A Contribution to Excellence. Information Series No. 300.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—50p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN300–$5.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accreditation (Institutions), Collective Bargaining, *Compensation (Remuneration), Contracts, *Equal Protection, *Faculty College Relationship, Faculty Development, *Faculty Evaluation, Faculty Handbooks, Faculty Recruitment, Institutional Role, *Part Time Faculty, Postsecondary Education, Services, Teacher Effectiveness, *Teacher Orientation, Tenure, Vocational Education
Identifiers—*Excellence in Education

Part-time faculty are essential to the accomplishment of the mission of postsecondary occupational education institutions. A commitment to excellence requires a comprehensive, systematic design for part-time faculty recruitment, development, assessment, and integration into the institution's delivery system. Careful attention to recruitment recognizes that the part-time teacher often personifies the institution for the student. Once recruited, part-time personnel must be integrated into the educational environment, made aware of its requirements, and provided with necessary support. A comprehensive orientation process for new faculty might include an intake interview, reinforced by group orientation. Use of a checklist guarantees that all important issues are discussed. Institutions must develop an equitable remuneration system. The legal issues surrounding part-timers' property rights to the teaching position and tenure can be clarified with a contract specifying institutional policies. Faculty rights to equal protection, their place in collective bargaining, and the position of accrediting agencies should be considered. Use of a part-time faculty handbook and provision of adequate support services are important elements of the integration process. Other elements are systems of part-time faculty evaluation and development, which have a direct impact on educational excellence. From the demographics of their use to their role in needs assessment and institutional marketing, part-time faculty are an integral part of the mission of postsecondary institutions. (SK)

ED 260 303 CE 042 377

Ilsley, Paul

Adult Literacy Volunteers: Issues and Ideas. Information Series No. 301.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—55p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN301–$5.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, Community Programs, *Educational Policy, *Illiteracy, Individual Instruction, *Literacy Education, National Programs, Policy Formation, *Program Administration, Program Descriptions, Public Libraries, Social Action, *Volunteers

Identifiers—Community Based Education

This exploration of the growing field of literacy voluntarism encompasses the literature, history, trends, and issues of the volunteer role in literacy programs. The majority of the literature is characterized as descriptive and program specific; the research is found to lack definition and theoretical foundation. The literature also reflects differing opinions on ideologies, professionalization of volunteers, methodology, and effectiveness. An overview of current delivery systems focuses on two national organizations–Literacy Volunteers of America and Laubach Literacy Action, the limited use of volunteers in adult basic education programs, the National Adult Literacy Initiative sponsored by the U.S. Department of Education, the role of public libraries, and the Coalition for Literacy. The next section attempts to characterize literacy volunteer programs by (1) describing a dichotomy of individually oriented and community-oriented programs; (2) elaborating a four-part model–mass literacy through existing structures, literacy for immediate needs, movement-directed literacy, and literacy for political action; (3) listing six criteria for community-based literacy education; and (4) synthesizing these typologies into five variables–purpose, scope, organizational setting, professionalism, and finance. Specific programs illustrating each of these facets are then described. The next section addresses administrative concerns and policy considerations. These issues are discussed in terms of the five variables. A concluding section lists six common assumptions about literacy voluntarism and recommends further research to improve policy and practice. A reference list and bibliography are included. (SK)

ED 260 304 CE 042 378

Lopez-Valadez, Jeanne, Ed. And Others

Immigrant Workers and the American Workplace: The Role of Voc Ed. Information Series No. 302.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—56p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN302–$5.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Education, Bilingual Education, *Cross Cultural Training, Cultural Differences, Cultural Influences, Employment Potential, *Employment Services, English (Second Language), English for Special Purposes, *Immigrants, Job Search Methods, Job Skills, *Job Training, *Limited English Speaking, On the Job Training, Second Language Instruction, Vocational Education, *Vocational English (Second Language), Work Attitudes, Work Experience Programs

The four chapters in this compilation highlight the issues and strategies used to prepare limited English proficient (LEP) adults for employment. In the first chapter, Joan Friedenberg discusses the development of English as a Second Language (ESL) teaching, including general ESL, English for special purposes, and prevocational and vocational ESL (VESL). Describing various delivery models, the author proposes that the ideal method for meeting the language needs of immigrants provides VESL concurrently with skill training. Strategies for developing a VESL lesson are outlined. Nancy Lee Lucas, in the second chapter, examines the why cultural values of different ethnic groups are reflected in language, education, and work behavior. She stresses that enabling the cultural adjustment of immigrants, particularly in the workplace, involves cross-cultural training–a contrastive approach that explores areas of potential conflict. In chapter three, Nick Kremer focuses on approaches for meeting the diverse training needs of LEP adults. In-class and on-the-job models, adaptation of instructional materials, bilingual vocational training, staff development, support services, and funding are discussed. Finally, Tipawan Reed addresses the topic of employment services for LEP adults. Reviewing employers' attitudes toward hiring LEPs, she suggests strategies for enhancing their employability skills, including job clubs, marketing, and employer incentives. (SK)

ED 260 305 CE 042 379

Meyer, David P.

Underemployment from a Human Service Perspective. Information Series No. 303.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—77p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN303–$6.25).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Agricultural Laborers, Automation, *Career Development, College Graduates, *Compensation (Remuneration), Economic Change, Education Work Relationship, *Employment Level, *Employment Patterns, *Employment Services, Employment Statistics, Females, Futures (of Society), Job Development, Job Search Methods, Job Skills, Labor Utilization, Low Income, Minority Groups, Part Time Employment, *Underemployment, Unemployment, Work Attitudes, Working Hours, Youth

Identifiers—Comparable Worth

The issue of underemployment (a condition characterized by inadequate hours, inadequate income, and/or inadequate use of skills) is explored in this monograph. The methodology and vocabulary of underemployment are first examined, including a definition synthesis of hours worked, skill utilization, and compensation. The second section provides statistical measures of the incidence of underemployment for the following categories: part-time underemployed, and populations at risk–farmworkers, women, youth, minorities, and college graduates. Among the causes of underemployment described in the third section are the effects of automation, trade deficits and increasing foreign competition, high military spending, reduced Federal spending for retraining and enforcement of equal rights, increased employment of women, and declining union membership. Suggestions for career assistance specific to each type of underemployment are made. For those employed below skill level, recommendations are made for improved labor market information and public employment services, and changes in the relationship of schooling and work. The part-time underemployed could benefit from national commitment to full employment, changes in work attitudes, job search skill training, and job creation. Employability programs and comparable worth legislation are suggested to aid the low-income underemployed. Finally, from two scenarios about the future of work the author draws implications for underemployment and predicts future directions for skill utilization and pay equity. A summary of positive and negative trends leads to a conclusion of guarded optimism that the problems of underemployment are solvable. (SK)

ED 260 306 CE 042 380

Fitzgerald, Louise F.

Education and Work: The Essential Tension. Information Series No. 304.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—56p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN304–$5.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Black Employment, Educational Benefits, Educational Research, *Educational Status Comparison, *Education Work Relationship, Employed Women, Employment Level, Job Skills, Occupational Mobility, *Outcomes of Education, Racial Discrimination, *Role of Education, *Salary Wage Differentials, Sex Discrimination, Vocational Adjustment, Vocational Education, Work Environment

An enormous body of literature illuminates various facets of the relationship between education and employment. Views of the proper role of education have ranged from cultural transmission to societal transformation and individual development, to the current belief that it prepares for transition to adulthood, i.e., the movement from school to work. The majority of research on the education-work relationship has used the status-attainment model to demonstrate that educational level is strongly related to occupational attainment. However, the experience of blacks and women, who are overrepresented in traditional, low-level, and low-paying occupations, refutes this explanation. There is evidence that the differential returns to education for minorities and women result from continued discrimination in hiring and compensation. Another issue of education-work research concerns the benefits of vocational education. Despite the evidence, researchers appear reluctant to conclude that it provides little advantage. However, it may be more appropriate to judge vocational education by how well it does what it is meant to do. Research has also found that many workers are severely disadvantaged by lack of basic, employability, and job adjustment skills. Evidence also exists that both transferable and transfer skills are necessary for occupational adaptability. Research indicates that these skills are learned mostly in the work environment and not in school. This body of research could be improved by focus on specification of variables, less reliance on economic formulations and overinterpretation of data, increased hypothesis testing, and interdisciplinary collaboration. (SK)

ED 268 301 CE 044 156

Imel, Susan

Adult Literacy Volunteers. Overview. ERIC Digest No. 48.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[86]

Contract—400-84-0011

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, Adult Programs, Educational Benefits, Educational Needs, Educational Resources, *Literacy Education, *Program Administration, *Program Development, Program Implementation, *Volunteers

Identifiers—ERIC Digests

Although volunteer tutors traditionally have formed the basis of the programs of Laubach Literacy Action and Literacy Volunteers of America, volunteers have begun to play a greater role in adult literacy instruction provided through community-based organizations, correctional institutions, churches, and federally funded adult basic education. Ilsley has identified five elements common to all literacy volunteer programs: purpose, scope, organizational control, professionalism, and finance. No single combination of these variables is appropriate for every station; instead, programs should be tailored to the needs of the group or community to be served. Likewise, selecting an appropriate administrative approach is important. Criteria for selecting volunteers, clarification of the assumptions about volunteers that are held by the organization developing the literacy program, and specification of the relationship between organizational setting and the establishment of a climate for volunteer participation are some of the many considerations that must be addressed. Administrators deciding to incorporate volunteers into adult literacy programs must also consider the myths, advantages, and disadvantages associated with literacy volunteerism. There is no shortage of resources available for those wishing to develop administrative guidelines and procedures for adult literacy volunteer programs, with as much as three-fourths of the literature base being devoted to administrative aspects of program development. (MN)

ED 268 302 CE 044 157
Harrison, Cheryl
Bilingual Vocational Education for Immigrants. Overview. ERIC Digest No. 49.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Programs, Adult Students, *Bilingual Education, Classroom Techniques, Cultural Differences, Educational Needs, Employment Potential, *Immigrants, *Intercultural Communication, Postsecondary Education, *Second Language Instruction, Student Needs, Teaching Methods, *Vocational Education, *Vocational English (Second Language)
Identifiers—ERIC Digests

Language problems are likely the strongest single barrier to success facing limited English proficient (LEP) immigrants to the United States. Therefore, instruction in English as a second language (ESL) for immigrants must be given a high priority. Vocational ESL (VESL) provides adult immigrants with English skills on an as-needed basis in cooperation with a program of vocational training. The ESL teacher and the vocational trainer coordinate their efforts, thereby allowing students to see the connection between their needs and their English lessons. Because cultural laws have not been codified and are not formally taught, cultural adjustment may be more difficult for many LEP immigrants than learning English. Activities that allow students to experience real-world situations in a nonthreatening environment are necessary to help LEP individuals build cultural self-confidence and adjust culturally. Techniques that have been found to be effective in VESL include introducing one concept at a time, using a slower pace in introducing information, using shorter lectures and more demonstrations, providing bilingual glossaries, explaining key concepts in the native language, using visual support materials, and modifying tests to evaluate mastery of content rather than English. The work experience and workplace training approaches are also effective in teaching employability skills. (MN)

ED 268 303 CE 044 158
Harrison, Cheryl
Education and Employment. Overview. ERIC Digest No. 50.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Educational Needs, *Education Work Relationship, *Employment Potential, Job Skills, *Outcomes of Education, Relevance (Education), Secondary Education, Skill Development, *Transfer of Training, *Vocational Adjustment, Work Attitudes
Identifiers—ERIC Digests

A solid body of empirical research supports the view that educational level is strongly related to occupational attainment. In the final analysis, however, it appears that although education does lead to a better job, how much better is determined by one's gender and race. Research on the relative need for training in basic, general employability and transferable skills indicates that training in proper work habits, attitudes, and interpersonal skills is generally considered as important to job success as is training in the basic skills. At least one researcher has hypothesized that although the schools are teaching the transferable skills necessary for employment (mathematics, communication, interpersonal, reasoning, and manipulative skills), students are not being taught how to transfer these skills from school to work. Many young people and women entering or returning to the work force are not even aware of the transferability of their skills to the workplace. Most research indicates that the workplace remains the site of most learning concerning work. The current public education system must do more to show teachers how to teach transfer skills so that future workers will not see their skills as irrelevant, past accomplishments but will instead view them as tools for the future. (MN)

ED 268 304 CE 044 159
Kerka, Sandra
Interactive Video in Vocational Education. Overview. ERIC Digest No. 51.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Classroom Techniques, *Computer Assisted Instruction, *Individualized Instruction, Instructional Materials, *Interactive Video, Machine Tool Operators, Machine Tools, Material Development, Production Techniques, Secondary Education, Training, *Videodisks, *Videotape Recordings, *Vocational Education
Identifiers—ERIC Digests

Interactive video, a combination of computer-assisted instruction and video technology, is an important new development in instructional media. Because interactive video has its roots in individualized instruction, it is particulary useful in personalizing instruction by allowing students to proceed at their own pace (one of the tenets of programmed instruction) and to receive immediate feedback (an advantage made possible by the advent of computer-assisted instruction). Two main types of video technology are available: videotapes and videodiscs. Despite their higher cost, videodiscs overcome many of the drawbacks of videotapes, including slow access time, poor freeze-frame characteristics, and costly maintenance. Because video technology is fairly new, few programs are available. For this reason, teachers and trainers desiring to develop interactive video instructional materials will require training in the five-step process of instructional systems design (ISD): analysis, design, development, implementation, and evaluation. A research project conducted at the Ontario Institute for Studies in Education illustrated the successful use of ISD in developing interactive video materials to train machine lathe operators. Other examples of interactive video in training include those produced and used by General Motors, IBM, and the American Heart Association. (MN)

ED 268 305 CE 044 160
Miller, Juliet V.
The Family-Career Connection. Overview. ERIC Digest No. 52.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Development, Career Education, *Dual Career Family, *Employed Parents, Family Characteristics, *Family Counseling, Family Problems, Family Programs, *Family Relationship, Family Structure, Fathers, Females, Mothers, Parent Role
Identifiers—ERIC Digests

Recent changes in the family structure and in the work setting are forcing many families to reexamine and redefine the family-career relationship. Until recently, most research on career and family patterns has focused on traditional sex roles. Although competition between career and family roles has caused pain in many families, recent research addressing the nontraditional roles of men and women indicates that most women do derive a sense of personal accomplishment from work and that most fathers who are more actively involved in parenting report that they have a better relationship with their children because of this involvement. Persons in dual-career families need to recognize that planning for career roles and planning for family roles are closely related tasks. Career development programs are needed to help individuals develop career and family goals that are personally satisfying and mutually supportive of other family members. Such programs should focus on increasing awareness of current and future trends affecting the family-career connection, identifying and coping with family and career development stages that carry heavy role demands, addressing barriers to implementing family and career plans, and explaining the personal benefits of combining family and career. (MN)

CG

ED 260 362 CG 018 464
LeRoy, Barbara, Comp.
Unemployed Youth: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, *Education Work Relationship, Individual Needs, *Intervention, On the Job Training, School Business Relationship, *Unemployment, *Vocational Adjustment, *Youth, Youth Problems, Youth Programs
Identifiers—ERIC Digests

This digest examines reasons for youth unemployment and its effects, the counselor's role in school-to-work transitions, vocational adjustment, intervention strategies, and current needs. (BH)

ED 260 363 CG 018 465
Clements, Judy, Comp.
Older Adults: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Counseling, *Adult Education, *Aging (Individuals), Career Counseling, Counseling Techniques, *Counselor Role, *Group Counseling, Individual Needs, *Older Adults, Preretirement Education, Retirement
Identifiers—ERIC Digests

This digest focuses on some special concerns of the elderly such as employment issues, retirement, problems of aging, and continuing education, and discusses ways counselors can help. (BH)

ED 260 364 CG 018 466

Lachance, Laurie, Comp.
Adolescent Substance Abuse: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Counseling Techniques, *Drug Abuse, *Drug Addiction, Family Problems, Incidence, Intervention, *Prevention, School Policy, Secondary Education
Identifiers—ERIC Digests

This digest defines drug abuse and examines ensuing family problems, methods of intervention and treatment, school related problems, and prevention of chemical dependency. (BH)

ED 260 365 CG 018 467
Bleuer, Jeanne, Comp.
Assessing School Counselor Performance. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Counselor Evaluation, *Counselor Performance, *Evaluation Criteria, *Evaluation Utilization, Measurement Techniques, *School Counselors
Identifiers—ERIC Digests

This digest identifies the issues which must be addressed to make instruments and procedures for assessing school counselor performance efficient, fair, valid, and useful. (BH)

ED 260 366 CG 018 468
Walz, Garry R.
Counseling and Educational Excellence: A Response to "A Nation at Risk". In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, *Cognitive Style, *Counselor Role, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Guidance Programs, *Professional Development, Program Design, Program Evaluation, *School Counseling, Student Needs
Identifiers—ERIC Digests, *National Commission on Excellence in Education

This digest focuses on the contributions counselors can make to help schools achieve educational excellence and enhance both the quantity and quality of student learning. (BH)

ED 260 367 CG 018 469
Herbert, Deborah, Comp.
Eating Disorders: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Anorexia Nervosa, *Counseling Techniques, *Family Characteristics, Females, Incidence, *Psychological Characteristics
Identifiers—*Bulimia, *Eating Disorders, ERIC Digests

This digest describes the characteristics and extent of anorexia and bulimia, and provides psychosocial and family profiles of the victims. The role of counseling programs in treating these disorders is discussed. (BH)

ED 260 368 CG 018 470
Frenza, Mary
Selected Issues in Elementary Guidance. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary Education, Elementary School Students, Intervention, *One Parent Family, School Counselors, *School Guidance, *School Phobia, *Transient Children
Identifiers—ERIC Digests, *Latchkey Children

This fact sheet discusses the role of the school counselor in interventions for school phobia, transient and latchkey children, and children from single parent families. (MCF)

ED 260 369 CG 018 471
Benjamin, Libby
Creativity and Counseling. Highlights: An ERIC/-CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling, *Counseling Techniques, *Creativity, Creativity Research, *Psychological Characteristics, Research Needs, Research Problems
Identifiers—ERIC Digests

In this fact sheet creativity is defined and stages in the creative process and characteristics of creative persons are discussed. Research approaches to creativity and blocks to the creative process are described. Six creative approaches to integrating creativity into counseling are delineated. (MCF)

ED 260 370 CG 018 472
Johnston, Joe A. Heppner, Mary J.
Adult Career Development: An Overview. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, *Adults, *Career Development, Delivery Systems, Educational Trends, Employment Patterns, Interest Inventories, Research Problems
Identifiers—ERIC Digests

This digest discusses demographic, technological and other factors influencing adult career development and describes new career services, assessment instruments, and interventions for adults. Problems with research in the area of adult career development are noted. (MCF)

ED 261 313 CG 018 511
Mills, Carol S.
Parent Involvement in Children's Academic Achievement. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Counselor Role, Elementary Secondary Education, Microcomputers, Parent Participation, *Parent Role, Parent School Relationship, *Parent Student Relationship, Program Descriptions, *Program Development
Identifiers—ERIC Digests

This digest describes parents' role in student learning, school-based parent training programs, building parent programs, using home computers, and school counselors' role in student achievement. (NRB)

ED 264 498 CG 018 726
Walz, Garry R.
The Marketing of Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—20p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Client Characteristics (Human Services), *Counseling, Counseling Services, *Counselor Role, *Human Services, Individual Needs, *Marketing, *Technological Advancement

Counseling and human services in the 1990s will be different from counseling today. Among the changes to be expected will be a shift of emphasis from a client specialty focus to a focus on life decisions and planning; from a traditional case load approach to a demand for high output and performance; and from a professional services orientation to a market forces orientation. In addition, credentials and training will give way to demonstrated high performance as the chief criterion for hiring. Marketing concepts can aid counselors in identifying the public's needs and desires for counseling services. Counselors should recognize the life cycles of their products and services and adapt accordingly. A number of forces are competing with counseling services today: self-help books, self-help networks, other helping services entering the field and technologically-based services. Human services professionals should follow these recommendations: (1) use marketing strategies to locate potential users and to promote and assess services; (2) make effective use of new technology; (3) make a commitment to research and development; and (4) phase out ineffective services. (ABL)

ED 264 502 CG 018 730
Lachance, Laurie L.
Substance Abuse Prevention in the Schools.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—192p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($6.00).
Pub Type— Information Analyses - ERIC Informa-

tion Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Alcohol Education, Alcoholic Beverages, Alcoholism, *Drinking, *Drug Abuse, Drug Addiction, *Drug Education, Health Education, *Prevention, School Involvement, *School Role

Identifiers—*Substance Abuse

This is a Searchlight Plus document, an informational analysis paper based on a computer search of the ERIC database from 1966 through November 1985 and on pertinent outside resources. This paper reviews, analyzes, and interprets the literature on the topic of substance abuse prevention in schools and points out the implications of the information for human services professionals. The problems of alcohol and drug abuse among young people are discussed. It is noted that, while drug abuse by youth is declining, drinking and driving is the leading cause of death in the United States for young people. The rationale of substance abuse prevention programs as well as their components, planning, and implementation are discussed. Included in this discussion are extensive references to relevant ERIC sources. A resource list of agencies involved in substance abuse prevention is given. Sixty-four pages of computer search from the ERIC database with complete bibliographic citations are included. (Author/ABL)

ED 265 423 CG 018 745

Aubrey, Roger F.

Counseling at the Crossroads: Obstacles, Opportunities, and Options.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—36p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Change, Children, *Counseling Effectiveness, Counseling Services, Counselor Attitudes, *Counselor Role, *Counselor Training, Elementary Secondary Education, Long Range Planning, *School Counseling, *School Counselors

Many factors, including changes in the family, drug abuse, high technology, crime, population shifts, and television are changing schools. These forces have already had an impact on the counselor's job or will have an impact in the future. Counselors should be prepared for these social changes and manage them better than their predecessors in the 1960's did. An inadequate response will maintain the status quo. Appropriate responses include: (1) identifying problems facing young people and informing the public; (2) outreach to the community; (3) greater research and evaluation; (4) creating super-counselors who perform more tasks than counselors in the past; and (5) viewing counselors as educators also. School counselors should engage in skill building activities. Professional organizations should give assistance to counselors. University programs should offer a fine education and recognize current social forces. Counselors should use computers and other means to free themselves from recordkeeping burdens. Students wanting to work in school counseling should study counseling in a program which emphasizes school counseling. The best help to young people will be provided by counselors who are aware of current and future trends. (ABL)

ED 265 452 CG 018 776

Griggs, Shirley A.

Counseling Students through Their Individual Learning Styles.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—140p.; For a similar document on counseling college students, see CG 018 779.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($10.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cognitive Style, Educational Diagnosis, Elementary Secondary Education, High Risk Students, *Individual Differences, *Learning Processes, Parent Education, *Psychoeducational Methods, *School Counseling, School Counselors, Student Attitudes, Student Development, *Student Needs

The major purpose of this monograph is to provide counselors in elementary and secondary schools with information on learning style to enable them to diagnose the learning style of each student, utilize counseling interventions that complement individual learning style preferences and consult with teachers and parents regarding the accomodation of student learning style preferences in the classroom and at home. Application of the learning style approach is described as involving: (1) assessing the learning style of each student; (2) identifying patterns within the counseling caseload for grouping students according to learning style preferences; (3) interpreting learning style requirements of students for counseling purposes and applying complementary counseling approaches; and (4) evaluating student outcomes as a result of using the learning style model. Case studies are provided to assist counselors in applying the model at the elementary and secondary school levels. The learning style needs of special populations (gifted, physically disabled, school dropouts) are described. Descriptions of counseling programs that use learning preferences in counseling are provided. Research studies are outlined that show evidence that using the learning style approach in teaching and counseling results in improved academic achievement, more positive attitudes toward school, and selected developmental gains, such as increased career awareness. (Author/ABB)

ED 265 455 CG 018 779

Price, Gary E. Griggs, Shirley A.

Counseling College Students through Their Individual Learning Styles.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—109p.; For document on counseling elementary and secondary school students through their individual learning styles, see CG 018 776.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($10.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cognitive Style, *College Students, Counseling, *Counseling Techniques, Counseling Theories, Counselor Educators, Counselor Performance, Counselor Training, Higher Education, *Individual Differences, Learning Strategies, *School Counselors

This monograph discusses the learning style model for counseling college students. The targeted audience includes college counselors and counselor educators. Six objectives are noted: (1) to increase counselor effectiveness through individual learning style identification and prescription; (2) to provide counselors with a model for matching counseling techniques with learning style preferences of students; (3) to provide counselor educators with a model for looking at individual differences from a learning style perspective; (4) to identify counseling strategies that complement specific learning style elements; (5) to summarize research related to learning styles; and (6) to enable counselors to be consultants with teachers and instructors in providing a more effective learning environment. The document includes sections on increasing counselor effectiveness through learning style identification, using learning styles in counseling, counseling interventions based on learning styles, and research on counseling and learning styles. An extensive bibliography is included. (ABL)

ED 265 464 CG 018 788

Peters, Lori J.

Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—162p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($6.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, Children, *Counseling Services, Older Adults, *Prevention, *Suicide, Theories

This document is an information analysis paper based on a computer search of the Educational Resources Information Center (ERIC) database from 1966 to the present and on pertinent outside resources on the topic of suicide. The paper reviews, analyzes, and interprets the literature on suicide and points out the implications of the information for human services professionals. Part 1 of this paper presents a brief history of suicide theories, reviews selected literature on the subject, and describes some of the factors which researchers have linked to suicide. Part 2 focuses on various aspects of suicide unique to special populations, including the elderly, children, adolescents, women, and blacks. Part 3 describes counseling programs designed for prevention, intervention, and postvention, including individual and group counseling for suicide attempters and survivors, and school-based, community-based, and government programs. Advice to parents is offered. This paper concludes with a list of programs that creatively and effectively serve the needs of their local suicidal population. Printed with the paper are selections from the computer search, including complete bibliographic citations with abstracts of ERIC journal articles and documents. (ABL)

ED 266 338 CG 018 818

Peters, Lori J.

Teenage Suicide: Identification, Intervention and Prevention. Highlights: An ERIC/CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Community Role, *Counseling Techniques, Identification, *Intervention, Parent Role, *Prevention, School Counselors, *School Role, Stress Variables, *Suicide

This fact sheet presents teenage suicide as a reaction to stress in adolescence compounded by increasing stress in the environment. It can also be examined as part of a three-step process: a previous history of problems, problems associated with adolescence, and a precipitating event. Contrary to popular belief, suicide is not an impulsive act but a culmination of long-term problems. Warning signs are given and nine strategies for counseling suicidal teens are listed. Prevention efforts for community members, mental health workers, school counselors, teachers, peers, and parents are included. (NRB)

ED 266 339 CG 018 819

Bidelman, Kathy Gilden

Selecting a College: A Checklist Approach. Highlights: An ERIC/CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Applicants, *College Bound Students, *College Choice, *Decision Making, High Schools, High School Students, Information Seeking, *Information Sources, *Student Attitudes

This fact sheet provides a checklist for selecting a college. Student objectives and college characteristics are considered and 17 educational and personal interest areas frequently cited as important by students are listed. Other areas covered include: computer programs and guidebooks, sources for gathering information, applying for admission, responding to admission offers, and a list of resources. (NRB)

ED 266 340 CG 018 820
Lachance, Laurie L.
Teenage Pregnancy. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Birth Rate, Contraception, *Early Parenthood, Family Planning, Parent Role, *Pregnancy, *Prevention, School Role, Secondary Education, *Sex Education

This fact sheet addresses the issue of teenage pregnancy. Six factors contributing to the current attention focused on teenage pregnancy and parenthood are listed and teenage pregnancy and birth rates are discussed. Other areas covered include teenage nonuse of contraception, sex education by schools and parents, family planning services, and the need for comprehensive prevention programs. A short list of resource documents is included. (NRB)

ED 266 341 CG 018 821
Frenza, Mary
Peer Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Counselor Training, *Peer Counseling, *Professional Personnel, Program Design, *Program Implementation

Peer counseling is defined and the rationale for using peer counselors is given in this factsheet. A discussion of the history and research on peer counseling is followed by a list of successful peer counseling program foundations. Other sections discuss the operating components of selection, training, supervision, and evaluation. The professional counselor's major responsibilities for peer counseling programs are identified. A short list of resource documents is included. (NRB)

ED 268 451 CG 019 010
Bleuer, Jeanne Walz, Garry R.
Guide to Developing a Computer Enhanced Counseling Program.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—136p.; Appendix C (computer search) contains small print.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Computer Assisted Testing, *Computers, *Computer Software, *Counseling, Counseling Services, *Counseling Techniques, Counselors, *Program Guides
Identifiers—*Computer Assisted Counseling

This document is a guide for computer enhanced counseling program development. An introductory overview on counselors and computers focuses on the use of microcomputers, the use of computers in test scoring and recordkeeping, and computer-assisted career guidance systems. Other chapters include the following: (1) Becoming a Computer Literate Counselor; (2) Designing a Computer Enhanced Counseling Program; (3) Locating Resources; (4) Putting Your Plan into Action; (5) Preparing for Accountability; (6) Sharing Ideas and Resources; and (7) Generalizations about Counseling and Computers. Appendices include a list of recommended resources, sample exercises in the BASIC computers language, an ERIC computer search, an ERIC reproduction release form, and a CAPS:HITECH electronic network application form. (ABL)

CS

ED 261 394 CS 209 282
Myers, Miles
The Teacher-Researcher: How to Study Writing in the Classroom.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-8141-5012-8
Pub Date—85
Contract—400-83-0025
Note—177p.; For a related document, see ED 193 676.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50128, $10.00 member, $13.00 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Action Research, *Classroom Research, Educational Research, Elementary School Teachers, Elementary Secondary Education, Research Methodology, Secondary School Teachers, Teaching Methods, *Writing Evaluation, Writing Instruction, *Writing Processes, *Writing Research
Identifiers—*Teacher Researchers

Written for teachers who want introductions to conducting school assessments and to studying features of writing, this book is intended (1) to provide ways for teachers to analyze writing samples and the writing process for school or program assessment, and (2) to promote the development of teacher research among kindergarten through grade 12 teachers by providing examples of different ways teachers can study writing in their classrooms. The first chapter presents an overview of procedures in teacher research. The next four chapters introduce various theoretical frameworks within which researchers have been working, with each chapter discussing a different level of analysis–syntax, text, information processing, and social context. The final chapter focuses on errors, teaching practices, and student attitudes toward writing. Appendixes contain information on the results of teacher research, evaluation designs for practitioners, sampling and statistical tests, and using expressive writing to teach biology. (EL)

ED 262 418 CS 209 339
Recommended English Language Arts Curriculum Guides, K-12, 1985.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—35p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Bibliographies, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, Instructional Materials

Intended for teachers, curriculum designers, and administrators, this annotated list of recommended curriculum guides provides models of carefully planned, well-written curricula, in the English language arts. The booklet's three sections contain curriculum guides recommended in 1985, 1984, and 1983. In each section, the guides are organized into three categories: elementary, secondary, and grades K-12. The booklet concludes with criteria for planning and evaluating English language arts curriculum guides and ERIC document reproduction service (EDRS) information. (EL)

ED 263 626 CS 209 472
Mead, Nancy A. Rubin, Donald L.
Assessing Listening and Speaking Skills. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Elementary Secondary Education, Listening Comprehension Tests, *Listening Skills, Nonverbal Communication, Speech Communication, *Speech Skills, Student Evaluation, Test Construction, *Testing, Test Reliability, Test Selection
Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores methods of listening and speaking skills assessment. The digest first provides a rationale for teaching and assessing listening and speaking skills. It then examines definitions of oral communication and listening, noting (1) the trend toward defining oral communication by setting, by purpose, or in terms of basic competencies; and (2) an expanded definition of listening that includes critical and nonverbal listening skills. Next, the digest discusses how speaking skills are assessed, explaining observational and structured approaches and their respective rating systems, and touching on the effects of rater reliability. The digest also discusses how listening skills are assessed, expanding on the three important elements in all listening tests: the listening stimuli, the questions used, and the test environment. Finally, the digest explores how assessment instruments should be selected or designed, noting that selection depends upon the purpose for the assessment, and providing guidelines for various purposes. (HTH)

ED 263 627 CS 209 473
Wagner, Betty Jane
Integrating the Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Curriculum Development, Elementary Education, *Integrated Curriculum, *Language Acquisition, *Language Arts, Language Research, *Teaching Methods
Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest provides a rationale for an integrated language arts curriculum. The digest first defines integrating the language arts curriculum as providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences. It then explores some of the research supporting integrated language arts instruction: first language acquisition research, emergent literacy studies, and classroom based research. Finally, the digest explores how the language arts can be integrated, suggesting that teachers focus on something other than language and provide an environment rich with resources for making language connections. (HTH)

ED 264 575 CS 209 474
Daiute, Colette
Using Microcomputers in Elementary Language Arts Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computers, *Courseware, *Elementary Education, *Language Arts, Programed Instructional Materials, Teaching Methods
Identifiers—ERIC Digests

Intended for teachers, this digest shows that the computer can offer many efficient tools for expression, student control of writing, and instruction beyond the grammar and spelling drills most commonly associated with computers. The digest discusses the goals of the language arts curriculum, the role of the computer in the language arts curriculum, the types of computer software to use, some methods for integrating computer use into the curriculum, the expectations for student use, ways teachers can become acquainted with computer tools, and introducing young children to the computer keyboard and computer programs. (EL)

ED 265 552 CS 209 529
Hillocks, George, Jr.
Research on Written Composition: New Directions for Teaching.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-8141-4075-0
Pub Date—86
Contract—400-83-0025
Note—380p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 40750, $19.00 member, $24.75 nonmember).
Pub Type— Books (010) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Comparative Analysis, Educational Trends, Elementary Secondary Education, Grammar, Higher Education, Meta Analysis, Research Methodology, Syntax, *Teaching Methods, Test Validity, *Writing (Composition), Writing Apprehension, *Writing Instruction, *Writing Processes, *Writing Research

Reflecting changes in the focus and methodology of writing research over the past 20 years, this book provides a meta-analysis of studies on teaching approaches and focuses on composition instruction at the elementary, secondary, and college levels. The first chapter of the book examines general studies of the composing process, studies of process in classrooms, and studies of planning, production factors, revision, and writing apprehension. Summaries of the limitations and key findings of the research on process are included. The second chapter explores research on the repertoire of lexical, syntactic, or rhetorical forms which writers call upon in their writing. The third chapter examines criticisms of experimental studies and the difficulties in doing them, then explains the techniques used in the meta-analysis of such studies, the selection of studies, and the variables examined. The next four chapters analyze the studies in the areas of modes of instruction, grammar and the manipulation of syntax, criteria for better writing, and invention. The eighth chapter presents the results of the meta-analysis for the dimensions examined: grade level, duration of treatment, mode of instruction, focus of instruction, revision, and feedback. The final chapter discusses the compatibility of results of treatment or method studies with those of processes studies, and offers recommendations for future research. (HTH)

ED 266 467 CS 209 556
Thaiss, Christopher
Language across the Curriculum in the Elementary Grades.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-2573-5
Pub Date—86
Contract—400-83-0025
Note—77p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 25735, $6.00 member, $7.80 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, *Integrated Curriculum, Language Acquisition, *Language Arts, *Language Processing, *Language Research, Language Skills, Learning Activities, Learning Disabilities, Reading Skills, Speech Skills, Speech Therapy, *Teaching Methods, Writing Skills
Identifiers—*Language across the Curriculum

The language across the curriculum approach explored in this book implies the restructuring of curricula away from so-called "coverage" of content and toward creation of opportunities for learning in discussions, games, and in-class writing projects. Following an introduction and overview in chapter one, chapter two summarizes and analyzes the research in this field over the last two decades, touches on the major disciplines in order to cite significant research, and suggests practical techniques for bringing a learning-through-language approach to bear on the teaching of all subjects. Chapters three through seven explore five different classrooms, showing how language across the curriculum occurs among children of widely varying interests, in different grade levels, and in different types of classes. Specifically, these chapters discuss learning through language in third grade math and science, in first grade, in a class for the learning disabled, in a speech therapy class, and in the sixth grade. (EL)

ED 267 435 CS 209 622
Purves, Alan C.
Testing in Literature. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Objectives, Elementary Secondary Education, English Curriculum, English Instruction, *Literature Appreciation, Student Evaluation, *Test Construction, *Testing
Identifiers—ERIC Digests

Pointing out that student testing in literature should take into account each school's philosophy concerning the literature curriculum, this digest explores the broad domain of literature study and looks at specific objectives and outcomes in literature testing. The digest discusses answers to the following questions: (1) Where are the broad thrusts of the curriculum in literature? (2) How can the content and objectives of the literature curriculum be specified? (3) How are test questions developed? and (4) How is student performance judged? A chart of content areas and behaviors accompanies the text. (EL)

ED 267 476 CS 505 245
O'Keefe, Virginia P.
Affecting Critical Thinking through Speech.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—52p.; TRIP: Theory & Research into Practice.
Available from—Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($6.00 member, $6.50 nonmember, prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Abstract Reasoning, *Critical Thinking, *Learning Activities, *Logical Thinking, Secondary Education, *Speech Communication
Identifiers—*Thinking Skills

Intended for teachers, this booklet shows how spoken language can affect student thinking and presents strategies for teaching critical thinking skills. The first section discusses the theoretical and research bases for promoting critical thinking through speech, defines critical thinking, explores critical thinking as abstract thinking, and tells how speech activities such as drama and discussion promote abstract thinking. The second section explains the structure and dynamics of small-group discussion, explores three specific thinking skills (reasoning, predicting, and projecting), and describes exercises designed to develop each skill. (EL)

ED 268 533 CS 209 652
Smith, William L. And Others
Class Size and English in the Secondary School.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-0692-7
Pub Date—86
Contract—400-83-0025
Note—44p.; Prepared by the NCTE Task Force on Class Size and Workload in Secondary English Instruction.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 06927, $5.00 member, $6.00 nonmember).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Environment, *Class Size, Crowding, *Educational Research, *English Instruction, Research Reports, *Teacher Student Ratio

Recognizing the contradictory or inconclusive findings on class size in English, this booklet provides a summary and analysis of existing class size research and describes the kinds of research that would shed new light on the question of class size and secondary English. The first section contains the report of the Task Force on Class Size and Workload in Secondary English Instruction for the Executive Committee of the National Council of Teachers of English. It describes charges given to the task force, existing research on the effects of class size, general recommendations for research, and recommended topics for research. The second section, containing a summary of research on class size and English, discusses reviews of the literature, reports of studies on the effect of class size on achievement and on quality, and highlights some particularly comprehensive studies on achievement and quality in different class sizes. A reference list of about four pages is included. (EL)

ED 268 547 CS 209 689
Rodrigues, Dawn Rodrigues, Raymond J.
Teaching Writing with a Word Processor, Grades 7-13.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—87p.; TRIP: Theory & Research into Practice.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52414, $4.00 member, $5.00 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Software, Lesson Plans, Online Searching, Secondary Education, *Teaching Methods, *Theory Practice Relationship, *Word Processing, *Writing Instruction
Identifiers—Journal Writing

Intended to help composition teachers take advantage of current advances in word processing technology, this booklet demonstrates how teachers can create computer lesson files for students that incorporate findings from research on effective writing instruction and allow students to develop, shape, and revise their own writing at the computer monitor. The first section of the booklet presents a brief review of current knowledge about how writing may best be taught and how the computer can be used to teach it. The second part of the booklet explores some assumptions about teaching writing with word processors, and then provides practical suggestions for selecting software, teaching word processing while teaching writing, developing computer/writing lesson files, journal writing on the computer, collaborative writing, and using the computer to search databases for research papers. The appendix includes sample lesson files. (HTH)

ED 268 548 CS 209 690
Tompkins, Gail E. Yaden, David B., Jr.
Answering Students' Questions about Words.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—86p.; TRIP: Theory & Research into Practice.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 01879, $5.00 member, $6.50 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Diachronic Linguistics, Elementary Education, *English, *Etymology, Language Patterns, Linguistic Borrowing, Linguistics, Orthographic Symbols, Teaching Methods, Theory Practice Relationship

Acknowledging that to study the development of a language is to study the history and culture of people and that English has been influenced by many geographic, political, economic, social, and linguistic forces, this booklet provides a ready reference for elementary and middle school/junior high school teachers confronted with students' questions about the characteristics of the language they speak and are learning to read and write. Since most questions are directed toward words and their spellings, the first section of the booklet emphasizes selected historical aspects of vocabulary growth and orthographic change. The second section of the booklet presents exercises designed around actual student questions, providing not only initial suggestions for vocabulary study activities, but also a rationale for the incongruities of English with an eye toward putting modern usage into a historical perspective. (HTH)

ED 269 809 CS 209 847
Holbrook, Hilary Taylor
Humanities in the English Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *English Instruction, *Humanities, *Humanities Instruction, Interdisciplinary Approach, Secondary Education, *Teaching Methods, Thematic Approach

Intended for administrators and policy makers, as well as teachers, this digest examines the current state of humanities instruction and the evolving place of humanities in the high school English classroom. The digest first explores differing definitions of the humanities, and discusses reasons for the decline in emphasis on humanities instruction in public education. It then explores the role of the humanities in the English classroom, and presents several ways in which multidisciplinary techniques are used to incorporate the humanities into English instruction. The digest also discusses ways in which a thematic approach can be used to explore the humanities in the English classroom. A brief list of references is included. (HTH)

ED 270 782 CS 209 848
Fox, Deborah
Teaching English to the Gifted Student. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.; Printed on colored paper.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, *Academically Gifted, Admission Criteria, Definitions, Elementary Secondary Education, English Curriculum, *English Instruction, *Evaluation Criteria, Gifted, *Language Arts, Program Evaluation, *Resource Materials, Talent Identification, Theory Practice Relationship
Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores issues related to teaching English to the gifted student. The digest begins by examining the criteria used for identifying gifted/talented students, noting that some successful programs for the gifted in English and language arts do not restrict admission criteria to IQ scores and grade point averages. Next, the digest identifies four principles for developing an effective English and language arts program for the gifted/talented. Finally, the digest identifies resources that exist for teaching English to the gifted/talented as well as criteria used for evaluating English/language arts programs developed for the gifted. (HOD)

ED 270 783 CS 209 849
O'Donnell, Holly
Issues Affecting High School Literature Programs. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Curriculum Development, Educational Trends, *English Curriculum, English Instruction, High Schools, *Literature Appreciation, *Reading Interests, *Reading Material Selection, Secondary School Curriculum, Theory Practice Relationship
Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores issues affecting high school literature programs. The digest first explores whether a literature curriculum can be based upon the results of limited surveys of high school reading interests. Next, the digest addresses the question of what literature to include in a program, and then examines concerns other professionals have raised about literature instruction. The digest concludes by noting that the debate about what to include in the literature program has evolved into a two-pronged battle: determining the criteria that should be brought to bear on decisions about what to teach, and, once that is decided, determining how literature should be taught. (HOD)

ED 271 801 CS 505 334
Wagner, David L. Fraleigh, Douglas
ERIC First Analysis: Agricultural Policy. 1986-87 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—109p.
Available from—Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($5.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).
Pub Type— Guides - Classroom - Learner (051) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Agriculture, *Debate, *Federal Government, Government Role, High Schools, *Persuasive Discourse, *Policy Formation, Secondary Education, Speech Communication
Identifiers—Agricultural Economics, *Agricultural Policy, *National Debate Topic

Designed to serve as a framework in which high school debate students, coaches, and judges can evaluate the issues, arguments, and evidence concerning which agricultural policies best serve the United States, this booklet provides guidelines for research on the 1986-87 debate resolutions selected by the National Federation of State High School Associations. Following the presentation of the problem area and the three debate resolutions, the booklet's four chapters discuss (1) getting started, a review of useful information on researching the topic of agricultural policy; (2) an overview of the general problems of agriculture; (3) farmers' income and food exports and (4) issues of a comprehensive federal policy. Graphs and tables accompany the text. (HTH)

EA

ED 260 489 EA 017 747
Fielding, Glen D. Schalock, H. Del
Promoting the Professional Development of Teachers and Administrators. ERIC/CEM School Management Digest Series, Number 31.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-86552-088-7
Pub Date—85
Contract—400-83-0013
Note—83p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.95 prepaid; quantity discounts; $2.00 added for shipping and handling on invoiced orders).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Responsibility, Elementary Secondary Education, Guidelines, *Inservice Education, Inservice Teacher Education, Management Development, *Organizational Development, Organizational Effectiveness, Peer Evaluation, Principals, *Professional Continuing Education, *Professional Development, Program Effectiveness, Program Implementation, *Staff Development, Teacher Improvement
Identifiers—Center for Educational Policy and Management OR

This monograph highlights important findings and guidelines that have emerged from over a decade of research at the University of Oregon's Center for Educational Policy and Management (CEPM) concerning the continued professional development of school personnel. After a brief introduction, the booklet is divided into three sections. The first, "Foundations," introduces a framework for thinking about continued professional development. The framework identifies key factors in analyzing or designing a professional development program and introduces basic concepts. This is followed by a brief review of prevailing staff development practices. The second section, "Research and Development," consists of three chapters that describe CEPM-affiliated projects aimed at increasing the effectiveness, respectively, of teachers, programs, and the organization as a whole. Section 3, "Action," presents guidelines for district administrators in designing professional development programs and for principals in implementing them at the school level. The booklet closes with a discussion of challenges that lie ahead for professional development. A bibliography is included. (TE)

ED 260 514 EA 017 963
Lindelow, John
The Grade Retention/Social Promotion Debate.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85

Contract—400-83-0013
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Arlington, VA 22314 ($2.00, prepaid; quantity discounts).
Journal Cit—Research Roundup; v2 n1 Nov 1985
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Failure, Age Grade Placement, Elementary Secondary Education, *Grade Repetition, Grades (Scholastic), Learning Problems, *Low Achievement, Preschool Education, Research Needs, Student Improvement, Student Placement, *Student Promotion, Underachievement
Identifiers—Aumsville School District OR, Austin Independent School District TX, Pinellas County School System FL

This publication focuses on the retention/promotion debate regarding failing and low-achieving students. An introductory essay describes the inherent limitation in the research done on this issue–the impossibility of obtaining an appropriate control group–and suggests that the retention/promotion quandary can best be resolved by accommodating the present educational system to the special needs of low-achieving students. Thereafter, five recent studies on this issue are summarized and reviewed. The first, by Doug Chafe, is a review of the literature on criteria for retention or promotion. The second, by Jane K. Elligett and Thomas S. Tocco, describes the stringent promotion/retention policy in Pinellas County, Florida, and analyzes its results. The third, by Nancy B. Schuyler, is a technical report from the Austin (Texas) Independent School District on its new stringent promotion/retention policy at the elementary level. Fourth is a California study, by Jonathan Sandoval and G. Penee Hughes, that analyzed a wide variety of indicators to determine predictors of success for retained first-grade students. The final study, by Marilyn Pheasant, describes a first-grade readiness program at the Aumsville (Oregon) School District. ERIC document numbers are noted. (TE)

ED 264 637 EA 017 562
Robbat, Richard J.
Computers and Individualized Instruction: Moving to Alternative Learning Environments.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; International Council for Computers in Education, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-924667-27-3
Pub Date—86
Contract—400-83-0013
Note—55p.
Available from—Publication Sales, International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; quantity discounts; $2.50 for shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrators, Adoption (Ideas), Change Strategies, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, *Educational Change, *Educational Environment, Educational Technology, Elementary Secondary Education, *Individualized Instruction, Inservice Teacher Education, Management Development, *Microcomputers, Problem Solving, Programing, Training Methods
Identifiers—Coaching, *Student Computer Integrated Learning

The overall focus of this booklet is on planning for change that allows for integration of computers into articulated learning environments that will enhance the learning goal of students. The first chapter presents four major themes to increase the likelihood of combining computers and individualized instruction in schools: (1) a revitalized form of computer-assisted instruction (CAI); (2) the utilization of computers by students for their own learning goals; (3) the use of a comprehensive instructional management system; and (4) the willingness of educators to provide alternative educational environments in harmony with technology. Chapter 2 begins the discussion of CAI with a brief history and moves to the four levels of CAI that range from drill and practice to systems that create a model for each student and modify it as learning progresses. Chapter 3 presents a Student-Computer Integrated Learning (SCIL) model that shifts the focus from students being passive recipients to their use of computers as a medium for learning. This model makes extensive use of computer-based simulations. Ways to reorganize schools consistent with SCIL that would personalize an individual's educational experiences are suggested in chapter 4. In chapter 5, a 4-year training program, using the "coaching" model, is proposed for educators and administrators to transfer skills to the educational process. The last chapter describes the need for a sophisticated instructional management system–Educator-Computer Integrated Management (ECIM)–to keep track of the progress of each student. Three pages of references complete the booklet. (MLF)

ED 267 510 EA 018 310
Acheson, Keith A. Smith, Stuart C.
It Is Time for Principals to Share the Responsibility for Instructional Leadership with Others.
Oregon School Study Council, Eugene.
Pub Date—Feb 86
Note—30p.
Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts).
Journal Cit—OSSC Bulletin; v29 n6 Feb 1986
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Instructional Development, Instructor Coordinators, Leadership, Peer Evaluation, *Principals, School Administration, *School Supervision, Supervisor Qualifications, Supervisory Training, *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Evaluation, Teacher Improvement, *Teacher Supervision
Identifiers—*Instructional Leadership

Instructional leadership is leadership that is directly related to the processes of instruction where teachers, learners, and the curriculum interact. These three elements constitute the domains of the instructional process. The principal alone often cannot be effective in the supervisory role because of lack of time, lack of specific training and expertise in the techniques of supervision, and the tension caused by the fact that the principal is usually the evaluator as well as the supervisor of teachers. The supervisory role could be carried out more effectively if the evaluation and supervision functions were separated and if principals were given training and experience in systematic observation and feedback techniques. The principal would provide formal evaluation for summative purposes while teachers would be trained to observe one another and to provide feedback for formative purposes as part of the staff development program. Other instructional leadership roles would be assigned to department heads, teaching colleagues, project directors, computer coordinators and program developers, and other administrators. Supplementary resources that could be tapped include students, self-analysis, support groups, referrals, and plans of assistance. In this way, principals could assume important new roles in such areas as inservice training, staff development, and probationary teacher work. (GJ)

ED 268 665 EA 018 407
The Assistant Principal. The Best of ERIC on Educational Management, Number 82.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 86
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Evaluation, *Administrator Role, *Assistant Principals, Change Agents, Discipline, Elementary Secondary Education, Leadership Training, *Literature Reviews, *Occupational Information, *Professional Development, Stress Management, Student School Relationship

The 12 publications in this annotated bibliography highlight different aspects of the assistant principal's role. One Ohio school district has created the title of "Associate Principal," a position that involves participating with the principal in planning, organizing, and evaluating the whole school program. Three articles deal with enriching and enhancing the role of the assistant principal in ways that will develop leadership capabilities as well as benefit schools. Another writer cites being a counselor and a mediator as probably the most humane and challenging aspect of the assistant principal's role. The professional development of assistant principals, according to two other articles, depends on the school principals involving them in responsibilities. One assistant principal, writing under the pseudonymn "Lee Marsh," recounts the wide range of duties and input from six principals during her career. Dealing with social problems existing in schools is a large part of an assistant principal's function. Ways to diffuse this stress are discussed in another entry. The final article admonishes the assistant principals to treat as conscious human beings the uncelebrated and unhonored students as well as the elite students. (MLF)

ED 268 666 EA 018 408
Preventing Dropouts. The Best of ERIC on Educational Management, Number 83.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 86
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, *Dropout Programs, Dropout Research, *Dropouts, Elementary Secondary Education, Interpersonal Competence, *Literature Reviews, Nontraditional Education, *School Effectiveness, Socioeconomic Status

Preventing dropouts is the main topic of the 12 publications reviewed in this annotated bibliography. A statistical analysis of dropouts in Portland, Oregon, revealed that the correlation by school was far greater than correlation by residential area. In another study, approximately 155 droputs were questioned and most believed that the school system had given up on them. Responses from 44 administrators of exemplary vocational education programs gave the highest rating for dropout prevention to students' self-concept development. Beck and Muia summarized the literature on dropouts and found the key factor to be the student's socioeconomic class. Programs that work in preventing dropouts are described in three publications. O'Connor studied 3 effective dropout programs and highlights 10 characteristics of effective programs, emphasizing such points as identifying potential dropouts earlier, and encouraging, rather than coercing, students to participate in special programs. Wehlage presents a set of guidelines for the marginal student. Mahood summarizes the cost to society of dropouts and recommends in-school suspension for disruptive students. The Sarasons report on an experiment in social skills training. Finally, a report summarizing the findings of a conference of high school administrators suggests that high school students be allowed the option of spreading their education over a longer period. (MLF)

ED 271 840 EA 018 618
Index of IFG Publications for the Years 1982, 1983, 1984 and 1985.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Report No.—SEPI-86-6
Pub Date—86
Note—105p.
Available from—Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($3.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—Annotated Bibliographies, Cost Effectiveness, *Educational Change, Educational Finance, Educational Innovation, Educational Legislation, *Educational Policy, *Educational Practices, Educational Technology, Elementary Secondary Education, Federal Regulation, Federal State Relationship, Foreign Countries, Governance, *Government School Relationship, Higher Education, *Indexes, Interdisciplinary Approach, Labor Market, Politics of Education, Private Education, Public Policy, Research Utilization, Tax Credits, Tuition

This compilation of 214 monograph abstracts by 109 researchers and practitioners from the United States and several foreign countries encompasses a broad range of topics in education. The monographs report on regulation and legalization in education, finance and cost models, education and labor markets, educational technology, governance, tuition tax credits, and public and private schools. Research was conducted from a vareity of disciplinary perspectives. Several kinds of reports, which are coded, are available. "Project Reports" represent results of specific projects; "Program Reports" include papers written by individuals; and "Policy Papers" are directed at current educational issues affecting development of state and federal policy. Fifteen papers presented for a seminar comprise a complete current source of information on tuition tax credits. Twelve reports prepared for a conference on public and private schools cover a range of topics and include comparative works. An author index is included. (CJH)

EC

ED 262 498 EC 180 906
Evans, Robert J.
Fostering Peer Acceptance of Handicapped Students. 1984 Digest, Revised and A Minibibliography on Promoting Positive Attitudes toward the Disabled.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031; 400-84-0010
Note—5p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, Basic Skills, Cooperation, *Disabilities, *Interpersonal Competence, *Mainstreaming, *Peer Acceptance, Peer Relationship, *Student Attitudes, *Teacher Role
Identifiers—ERIC Digests

The digest addresses, in question-and-answer format, ways to promote peer acceptance of handicapped students. Topics covered include the effects of first impressions on nonhandicapped students and the impact of physical proximity, and the nature of interdependence among students' learning goals and rewards as structured by the teacher. A comparison of the dynamics of a cooperative learning situation and a competitive or individualistic one highlights the ways in which a cooperative situation fosters an atmosphere of trust and higher valuing of classmates. Regular class teachers are urged to teach social skills by carefully planned modeling programs in which accurate information about handicaps replaces fears and prejudice. The importance of teaching handicapped students such skills as accepting responsibility for their actions, following instruction, and resisting peer pressure is stressed. The digest concludes with a note on the importance of individualized instruction for basic skills, time management, study habits, and other skills. An attached bibliography lists 25 sources on the topic. (CL)

ED 262 499 EC 180 907
Morgan, Daniel P. Myette, Beverly
Parents' Rights and Responsibilities. 1984 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disabilities, Due Process, Elementary Secondary Education, *Individualized Education Programs, *Parent Participation, *Parent Role, *Parent School Relationship, Parent Teacher Cooperation, Special Education
Identifiers—ERIC Digests

The digest explores the rights as well as the responsibilities of parents of handicapped children in the special education process. Rights include a free appropriate public education, notification regarding evaluation or change in placement, informed consent, independent evaluation, review of all records, participation in the Individualized Education Program (IEP) development, education in the most normal school setting possible, and due process hearings to resolve differences with the school. Responsibilities are also considered, including monitoring the child's progress, keeping records, understanding the IEP, and joining a parent organization. Suggestions are offered to help parents contribute to the IEP process. A list of eight national organizations and six publications on the topic concludes the digest. (CL)

ED 262 500 EC 180 908
Harrie, Roger P. Weller, Carol
What Is Dyslexia: 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dyslexia, *Etiology, *Reading Difficulties, *Student Characteristics
Identifiers—ERIC Digests

The digest focuses on the nature of dyslexia and its characteristics. An initial section notes the variations in definitions as a function of the discipline. Diagnosis of dyslexia is said to isolate the specific difficulties associated with the problem and to suggest appropriate educational intervention. Typical characteristics of dyslexia are noted, including a family history of reading problems, predominant occurrence in males, an average or above average IQ and possibly a proficiency in math, lack of enjoyment of reading as a leisure activity, problems of letter and word reversal, and difficulty transferring information from what is heard to what is seen and vice versa. The contribution of three major factors to dyslexia is addressed: ocular problems, language problems, and visuo-spatial-motor problems. A list of references and resources concludes the digest. (CL)

ED 262 501 EC 180 909
Brody-Hasazi, Susan Gillet, Pamela
Serving the LD Student in a Vocational Education Classroom. 1984 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Learning Disabilities, *Mainstreaming, Secondary Education, *Student Characteristics, *Teaching Methods, *Vocational Education
Identifiers—ERIC Digests

The digest explores aspects of serving the learning disabled (LD) student in vocational education classrooms. It is noted that LD students may have difficulty following directions and understanding lectures and may forget more often than other students. A list of seven accommodations that can be made for LD students in vocational classrooms includes providing extra time to substitute for writing or copying, finding alternative ways to acquire written information, supplying a list of new terms to be studied before class, speaking slowly and clearly in well organized lectures, permitting the use of calculators or other concrete aids, and helping them organize their thoughts by "thinking aloud." The digest asserts that many LD students can successfully complete vocational education classes. A listing of resources and references on the topic concludes the digest. (CL)

ED 262 502 EC 180 910
Smith, Barbara J. Strain, Phillip S.
The Argument for Early Intervention. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, *Disabilities, Infants, *Intervention, *Program Effectiveness, Young Children
Identifiers—ERIC Digests

The digest presents the background and reasons for early intervention with children at risk for handicaps. Early intervention is defined, and three primary reasons for intervention are cited: (1) to enhance the child's development, (2) to provide support and assistance to the family, and (3) to maximize the child's and family's benefit to society. Research on the effectiveness of intervention is briefly reviewed, and it is stated that despite research problems, qualitative and quantitative data show that early intervention increases the developmental/educational gains for the child, improves the family's functioning, and provides long-term benefits to society. Long-term cost savings are noted from three research studies. Three factors important in effective intervention are noted: intervention as early as possible; involvement of parents; and programs featuring a high degree of structure, intense services, and an individualized approach. A list of references and resources concludes the digest. (CL)

ED 262 503 EC 180 911
Nazarro, Jean N.
Using Your Microcomputer to Acquire Special Education Information. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Microcomputers, Professional Education, Special Education, *Telecommunications
Identifiers—ERIC Digests

The digest answers basic questions about using microcomputers for professional development in special education. Use of the microcomputer as a self-contained unit is described and the types of information available on diskette from the ERIC Clearinghouse on Information Resources are considered. The microcomputer's application in networking is discussed. The services of BRS/After Dark and DIALOG's Knowledge Index, in accessing special education files are reviewed. Contents are briefly described of four files: ERIC (Educational Resources Information Center), ECER (Exceptional Child Education Resources), SPIN

(School Practices Information Network), and SPIF (School Practices Information File). Additional resources, including a compilation of microcomputer courseware for use in elementary and secondary education and newsletters focusing on current developments in the high tech area, are listed. Information on DIALOG's Knowledge Index and the electronic communication network of the National Association of State Directors of Special Education concludes the digest. (CL)

ED 262 504 EC 180 912
The Imperative for Educational Reform: Implications for Special Education. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Discipline, *Educational Change, Educational Trends, Elementary Secondary Education, *Government Role, *Special Education
Identifiers—ERIC Digests, Excellence in Education

The digest excerpts major points of the report of the Council for Exceptional Children's Ad Hoc Committee to Study and Respond to the 1983 Report of the National Commission on Excellence in Education. The committee also examined the reports of the Education Commission of the States, the Twentieth Century Fund, and the Carnegie Council. General concerns cited included the reports' lack of recognition of exceptional children and special education, and the need to evaluate excellence in terms of the learner's individuality. The dangers of using singular standards for assessing achievement in exceptional students are considered, and the committee asserts that a system of singular criteria for curricula and assessment to determine competence, graduation, or program evaluation is immoral as well as poor educational practice. The committee further suggests caution in interpreting the reports' calls for firm discipline. The importance of the individual professional educator's role in achieving excellence in education is stressed. The digest concludes with a list of ways in which the federal government should support greater excellence in exceptional child education. (CL)

ED 262 505 EC 180 913
Ferrara, Dianne
What Is Down Syndrome? 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, Curriculum, Definitions, *Downs Syndrome, Educational Needs, Elementary Secondary Education, Genetics, Incidence, *Student Characteristics
Identifiers—ERIC Digests

The digest presents an overview on Down Syndrome. The history of the term is traced to its association with Dr. John Langdon Down who first described the condition in 1866. Characteristics of Down Syndrome are noted, including mental retardation, short stature, epicanthic folds, reduced muscle tone, joint hyperflexibility, and premature aging. Causes of the genetic abnormality are reviewed as are prevalence rates. Ways in which Down Syndrome affects development are covered, including deficient social skills and delayed language development. It is suggested that education programs include infant stimulation and curriculum organized around long term skill sequences designed to promote independent functioning skills. The ability of amniocentesis to identify the condition prenatally is discussed. The digest concludes with a listing of references and resources on the topic. (CL)

ED 262 506 EC 180 914
Being at Ease with Handicapped Children. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Disabilities, Elementary Secondary Education, Mainstreaming, Normalization (Handicapped), *Teacher Role
Identifiers—ERIC Digests

The digest focuses on being comfortable around handicapped children and offers suggestions for classroom teachers working with mainstreamed handicapped students. The importance of treating the child as normally as possible is emphasized. Questions of pity are dealt with. Teachers are urged to handle children's frustrations and accomplishments in normal ways; i.e., to provide realistic praise and reinforcement appropriate to the achievement. The question of providing too much help in some instances is raised. Complicating effects of speech and language problems are noted, as are special accommodations for children with specific disabilities (visual impairments, hearing impairments/deafness, mental retardation, and orthopedic impairments). A list of resources available from The Council for Exceptional Children concludes the digest. (CL)

ED 262 507 EC 180 915
Willings, David
Career Search for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Career Exploration, Elementary Secondary Education, *Gifted, Parent Participation, Talent
Identifiers—ERIC Digests

Problems and issues in career education and career search for gifted and talented children are examined. The special problems of gifted and talented students in this area are noted, including early readiness for career search and restrictiveness of the career search process for multitalented students. Problems in the career choice process are considered, such as lack of concern for jobs' hidden factors and confusion between problems of the job and problems of training. The importance of encouraging parent involvement is stressed. Other influences beyond those of parents are listed, including positive or negative experiences with other jobs, overcompensation, and personal interests. The importance of understanding students' natural roles (indominus, exdominus, exemplar, and eccentric) is noted. The balance between drives to be somebody and to do something worthwhile is explored. A list of resources on the topic concludes the digest. (CL)

ED 262 508 EC 180 916
McGreevy, Ann M.
Creativity and the Creative Process. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Development, *Creative Thinking, *Creativity, Elementary Secondary Education
Identifiers—ERIC Digests

The digest explores the nature of the creative process. It begins with background information which notes the importance of seeing the familiar in a new light and the possibility on non-acceptance of the creative act. Four basic abilities necessary for creativity and problem solving are identified: (1) fluency, (2) flexibility, (3) elaboration, and (4) originality. Guidelines are offered parents and teachers regarding ways to foster creativity, including allowing flexibility in scheduling, listening to and encouraging all ideas and suggestions, looking for ways to integrate interests, and providing a variety of materials with which to experiment. Four basic rules are set forth: defer judgment, generate many ideas for any given situation (both in number and in kind), solicit free thinking, and combine ideas. A list of resources on the topic concludes the digest. (CL)

ED 262 509 EC 180 917
Whitmore, Joanne Rand
Developing Individualized Education Programs (IEPs) for the Gifted and Talented. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, *Individualized Education Programs, Program Development, *Talent
Identifiers—ERIC Digests

The digest extends the concept of Individualized Education Programs (IEP) to gifted and talented children. IEPs are defined as written documents, developed and revised annually with input from parents, teachers, and where appropriate, the students themselves. IEP content includes a realistic assessment of current performance, reasonable expectations for learning over the year, and suggestions for evaluation strategies. Components of the IEP are explained to include (1) a written statement of the child's present level of educational performance; (2) a statement of annual goals to be achieved by the child; (3) short-term objectives to be realized in the achievement of each annual goal; (4) a statement of appropriate objectives, criteria, evaluation procedures, and schedules for determining whether the instructional objectives are being achieved; (5) a statement of the participation in a regular education program, and for what purposes; (6) a description of all special education and related services required to meet the students' needs; and (7) the projected starting dates for, and duration of these services. (CL)

ED 262 510 EC 180 918
Callahan, Carolyn
Evaluation of Programs for the Gifted and Talented. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education,

*Evaluation Methods, *Gifted, *Program Evaluation, *Talent
Identifiers—ERIC Digests

The digest presents an overview of program evaluation in gifted and talented education. Reasons for program evaluation are offered, including the need to base decision making on valid and reliable data and the demands of accountability. Eight purposes of program evaluation are briefly considered: (1) documentation of the need for a program; (2) documentation of the case for a particular approach; (3) documentation of the feasibility of a program; (4) documentation of program implementation; (5) identification of program strengths and weaknesses; (6) provision of data for in-progress revisions of the program; (7) documentation of the results or impacts of the program; and (8) explanation and description of the program to interested and uninformed audiences. Steps in developing effective evaluation designs are traced, including basic steps of planning and identifying both decision makers and key evaluation questions. Two final sections address selection of evaluation instruments and reporting of findings. (CL)

ED 262 511 EC 180 919
Addison, Linda
Leadership Skills Among the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Gifted, *Leadership Training, Program Development, *Talent
Identifiers—ERIC Digests

In this digest identification and development of leadership skills in gifted and talented students are examined. Leadership is analyzed and its scope expanded from qualities of one who leads to a more complex view of how a person exerts influence. Conceptions of task-oriented versus relationship-oriented leaders are considered. Ways in which teachers can identify leadership among gifted and talented students are noted, including interviews, leadership styles instruments, and nomination and/or rating by peers, teachers, self, or community group members. Comprehensive leadership development programs are analyzed in terms of knowledge, skills, and attitude components. Administrative arrangements for leadership training may range from one-day colloquia to year-long leadership programs. A brief list of resources concludes the digest. (CL)

ED 262 512 EC 180 920
Runions, Ted Smyth, Elizabeth
Mentorships for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, *Mentors, Program Development, *Talent
Identifiers—ERIC Digests

The digest considers the operation and function of mentorships in gifted and talented education. Defined as learning partnerships between two or more individuals regarding a mutual interest, mentorships are designed to differentiate the curriculum through such means as creating opportunities for learner access to professional expertise in the community, offering real-life experiences, establising a network of community resource people, and providing leadership opportunities through tutoring between and among elementary and secondary school students. Organization is reviewed for formal (such as enrichment components of regular courses) as well as informal processes. Suggestions are offered for initiating the program, including orientation of all parties to their redefined roles and development of self-directed learning skills. A brief list of resources on the topic concludes the digest. (CL)

ED 262 513 EC 180 921
Baskin, Barbara Harris, Karen H.
Reading for the Gifted. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Childrens Literature, *Gifted, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Strategies
Identifiers—ERIC DIgests

The importance of reading in curriculum for gifted students is emphasized in the digest which also examines reading curriculum strategies. Highly able readers are seen to have needs for specific assistance in developing more complex skills in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies. The types of books which present complex concepts in interesting and unusual ways are advocated as particularly valuable for gifted youth. It is further suggested that books for gifted readers be judged on the quality of language, substantiveness of content, and complexity of structure. The potential benefit of carefully chosen and applied software in the reading curriculum is noted. (CL)

ED 262 514 EC 180 922
McClellan, Elizabeth
Technology for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Computers, Elementary Secondary Education, *Gifted, Talent
Identifiers—ERIC Digests

The digest examines issues related to the use of technology with gifted and talented students. Computer assisted instruction (CAI) is seen to develop decision making skills and foster independent learning. Applications of four types of CAI to gifted students are explored: drill practice, tutorials, games, and simulations. The use of computers in helping students develop thinking skills is considered, and the impact of computers on creativity, higher level cognitive skills, and problem solving skills is discussed. A final computer application, as a tool for facilitating independent learning, is explored in terms of data processing for student research, word processing, art and music creation, authoring systems, and networking. (CL)

ED 262 515 EC 180 923
Smith-Davis, Judy
Personnel Development in Special Education: Quantity Versus Quality. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Special Education, *Teacher Education, Teacher Morale, Teacher Supply and Demand
Identifiers—ERIC Digests

The digest examines the supply and the quality of special education personnel and notes problems in the area of personnel preparation. Statistics are cited to show that the current supply of qualified personnel does not meet demand, particularly in such important areas as special education. Similarly, efforts in recent years to strengthen the quality of teacher preparation programs in colleges and universitites are noted. The "quandry" facing special education because of the limited numbers of available persons and the large numbers of uncertified and untrained personnel in some areas is discussed. Further difficulties are traced to low salary levels and diminishing popular respect for the teaching profession. The digest concludes with a statement emphasizing the connections of quality and quantity in personnel matters to the nation's problems in education. (CL)

ED 262 516 EC 180 924
Booth, John D. Brown, K. Edwin
The Administrator's Role in the Education of Gifted and Talented Children. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Elementary Secondary Education, *Gifted, Inservice Teacher Education, *Program Development, Program Implementation, Talent
Identifiers—ERIC Digests

In this digest the functions of an administrator in gifted and talented education are explored. Administrators are seen to have responsibilities in awareness of the students, in community, and the curriculum. Among specific tasks outlined for administrators are developing plans for continuing identification of gifted students, ensuring that instruction is differentiated, and evaluating all facets of the program. Budgeting and motivating are key functions in program development. In providing differentiated instruction, the administrator should begin with needs assessment of instructional priorities on which to base differentiation decisions. Evaluation of teacher performance should take into account such factors as pace and sequencing of instruction and the teacher's abilities in task analysis and question analysis. Administrators should be knowledgeable about state plans and regulations regarding gifted programs, promote parent participation, appreciate gifted students' special counseling needs, and advocate good inservice training for staff. (CL)

ED 262 517 EC 180 925
Whitmore, Joanne Rand
Characteristics of Intellectually Gifted Children. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, *Creativity, Elementary Secondary Education, *Gifted, *Learning, *Student Characteristics, Talent, *Talent Identification
Identifiers—ERIC Digests

The digest examines the range of traits that may be exhibited by intellectually gifted children. The characterisitcs are explained to be signals that a particular child might warrant closer observation and special educational attention. Characteristics are listed under three headings: general behavior (early reading, ability to detect and interpret nonverbal cues, longer periods of concentration and attention than peers, and eclectic as well as focused interests); learning (keen powers of observation, independent reading, rapid insight into cause-effect relationship, and ready grasp of underlying principles); and creativity (fluency, flexibility and originality in thinking and sensitivity to beauty). (CL)

ED 262 518 EC 180 926
Plowman, Paul D.
Curricula for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Needs, Elementary Secondary Education, *Gifted, Talent
Identifiers—ERIC Digests

The digest examines issues related to curricula for gifted and talented students. Schools should be prepared to meet the special needs of this population in a variety of ways, including identifying their learning needs, making equipment and resources available, providing for flexible progression through learning experiences and grades, and monitoring the extent to which curriculum goals and objectives are accomplished and the needs of pupils met. Curriculum should meet a variety of student needs, including association with intellectual peers; access ideas, persons, and environments that lead to creative and productive thought; and experiences of support from guidance personnel. Curriculum modifications may include special learner objectives and classroom dialogue for intellectually gifted students. Modifications in specific academic categories may be accomplished with subject matter specialists at school district and county levels. A brief resource listing concludes the digest. (CL)

ED 262 519 EC 180 927
McClellan, Elizabeth
Defining Giftedness. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Elementary Secondary Education, *Gifted, Government Role, *Student Characteristics
Identifiers—ERIC Digests

The digest examines conceptions of giftedness. A brief historical review notes L. Terman's work and impetus for increasingly broadened definitions since the 1940's. The 1969 Marland Report is cited and its definition of giftedness is presented. Current response to that definition's inclusion of six achievement areas (general academic ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability) is noted. The federal definition of giftedness as contained in the Omnibus Budget Reconciliation Act of 1981 is provided. More recent emphasis on high performance capability in mathematics, science, foreign languages, or computer learning is noted. It is suggested that the ways in which schools operationally define giftedness are often based on the needs of society. Concluding points center on reasons for defining giftedness and considerations in deciding not only what giftedness is but how the gifted are identified and what services schools should provide. (CL)

ED 262 520 EC 180 928
Shrum, Judith L.
Developing Programs for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, *Gifted, *Program Development, Staff Role, *Talent, *Talent Identification
Identifiers—ERIC Digests

Program development in gifted and talented education is the focus of the digest. Elements of a successful program, including statements of support for differential education, staff orientation, and multiple appropriate screening and identification procedures are listed. Beginning steps for planning committees are noted. Identification approaches may include standardized achievement and intelligence tests, judgments of student products, and nominations by school officials, parents, or self. Staff considerations involve knowledge, training, and demonstrated competencies. Seven program formats are commonly employed: (1) regular classroom with cluster, (2) regular classroom with pullout, (3) special class, (4) special schools, (5) mentors, (6) acceleration, and (7) enrichment. Curriculum determination should be based on such factors as skill development for functioning beyond the classroom, reflection of students' interests, and emphasis on conceptual themes rather than the acquisition of additional facts. A brief list of resources concludes the document. (CL)

ED 262 521 EC 180 929
Gogel, Ella Mae
Forming a Local Parent Association for Gifted and Talented Education. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advocacy, Elementary Secondary Education, *Gifted, *Parent Associations, *Program Development, *Talent
Identifiers—ERIC Digests

Suggestions are offered for establishing local parent association groups as advocates for gifted and talented students. Beginning concerns include location and recruitment of new members; affiliation with state and national groups (such as the Association for the Gifted within the Council for Exceptional Children and the National Assocation for Gifted Children); decisions about group names, meetings, and dues; and the role of a newsletter. Suggestions are offered, including ensuring that the association's objectives are claear and that its structure conforms to those objectives. Activities of a parent group can feature such efforts as ongoing visits to the school system, community surveys, contact with the state consultant for the gifted and talented, and contact with legislators. (CL)

ED 262 522 EC 180 930
Maker, C. June Grossi, John
The Gifted and Talented Handicapped. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, *Disabilities, *Educational Needs, Elementary Secondary Education, *Gifted, Handicap Identification, *Student Characteristics, Student Evaluation, Talent, Talent Identification
Identifiers—ERIC Digests

The digest examines aspects of serving gifted and talented handicapped students in the schools. This population includes persons of outstanding ability or potential who are capable of high performance despite handicaps such as visual, hearing or orthopedic impairments; emotional disturbances; or learning disabilities. Examples of prominent gifted and talented handicapped individuals, such as Helen Keller and Franklin D. Roosevelt, are cited. The need for providing special education programs to these students is emphasized. Possible impacts of disablities on the student's development of intelligence or talent are considered. Identification concerns include educating teachers, parents, and diagnosticians to search for potential. Biographical information records, and peer evaluation forms may be used. Services to these students can be promoted by such approaches as encouraging support for research on the topic and on the formation of advocate groups. (CL)

ED 262 523 EC 180 931
Reis, Sally M. Renzulli, Joseph S.
Identification of the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criteria, Elementary Secondary Education, Evaluation Methods, *Gifted, *Talent, *Talent Identification
Identifiers—ERIC Digests

The digest addresses ways in which gifted and talented students are identified. Commonly used identification systems include matrix systems, the Talent Search Identification Model, and the Revolving Door Identification Model. Major questions about identification practices include inappropriate use of certain instruments and the inadequacy of existing measures to identify certain subpopulations. Guidelines for identification procedures and criteria include the use of identification criteria specifically related to the definition, reasonable cutoffs, allowance for an appeals procedure, and the use of reliable and valid performance indicators. The most frequently used sources of information include test scores, ancedotal records, student products and performances, peer and self ratings. A brief list of references concludes the digest. (CL)

ED 262 524 EC 180 932
Hanninen, Gail E.
The Preschool Gifted and Talented Child. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handi-

capped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, *Gifted, *Preschool Education, Student Characteristics, *Talent, *Talent Identification
Identifiers—ERIC Digests

The digest addresses issues related to preschool gifted and talented children. Such a child is defined as one who functions significantly above average age level in language development, thinking skills, creative thinking skills, physical adaptability, social skills, and/or leadership. Early identification is viewed as important, and the use of teacher and parent checklists is considered. Teachers are urged to note behaviors, such as the use of advanced vocabulary, spontaneous elaboration on new experiences and demonstration of abstract concept understanding. Parents should observe their child's behavior in terms of dramatic play, constructive play, and humor. Children's peers may also be sources of information for the identification of a gifted child. A brief list of resources concludes the digest. (CL)

ED 262 525 EC 180 933
Jenkins-Friedman, Reva And Others
Professional Training for Teachers of the Gifted and Talented. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, Talent, Teacher Qualifications, *Teacher Responsibility, *Teacher Role
Identifiers—ERIC Digests

The digest addresses topics related to professional training for teachers of gifted and talented students. General responsibilities of such teachers include organizing enrichment activities for students and teachers, disseminating information about innovative teaching practices and materials, and promoting integration between regular and special program experiences. Ways in which regular classroom teachers can help gifted students include being open to the gifted program teacher's suggestions, as well as being willing to modify scheduling, resource selection, and curriculum goals. Effective teachers of the talented and gifted enjoy working with high ability students who ask challenging questions and produce innovative ideas. Career issues are discussed and the availability of six professional tracks (including administrators, higher education personnel, and free lance consultants) is noted. (CL)

ED 262 526 EC 180 934
Whitmore, Joanne Rand
Underachieving Gifted Students. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, Elementary Secondary Education, *Gifted, *Student Characteristics, Student Motivation, Talent Identification, *Underachievement
Identifiers—ERIC Digests

In this digest the problem of underachievement among gifted students is examined. Gifted underachievers manifest three behavior patterns in the school setting: non-communication and withdrawal, passive compliance, and aggressive/disruptive behavior. Gifted underachievers have been identified in greater numbers recently. Some of the causes of underachievement include lack of motivation, values conflicts, lack of environmental nurturance of intellectual potential, developmental delays or chronic poor health, specific disabilities, and specific or general academic skill deficits. Educational programing should address three critical areas: (1) an understanding of the nature and problems of being gifted; (2) development of constructive ways to cope with conflict and frustration caused by the gap between cognitive ability and performance level; and (3) development of a healthier, more realistic self concept and higher self esteem. To be effective, programing should feature challenging and meaningful curriculum, maximum opportunity for inquiry and creativity, a compatible peer group, and support services. (CL)

ED 262 527 EC 180 935
Blum, Marlene W.
Parents of Gifted Children. 1985 Digest [and] A Minibibliography on Readings for Parents and Teachers of Gifted Children.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—5p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, Parent Associations, Parent Child Relationship, *Parent Role, Talent Identification
Identifiers—ERIC Digests

The digest addresses concerns of parents of gifted children. An initial section recaps ways in which gifted children are identified. The next section examines ways in which parents can encourage gifted children at home (through such avenues as permitting ample time for thinking and daydreaming and assigning household tasks that coincide with interests). Additional questions are answered regarding underachievement, types of programs available in the schools, and the role of parent associations. Six national associations for the gifted are listed, as are resources related to parental concerns. Accompanying the digest is a minibibliography of 12 readings for parents and teachers of gifted students. (CL)

ED 263 720 EC 180 990
Winter, Jill S.
An Examination of Individualized Instruction.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—54p.; A part of the Special Project on Interagency Information Dissemination.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Definitions, Disabilities, Educational Trends, Elementary Secondary Education, *History, *Individualized Instruction, Special Education, Teaching Methods, Trend Analysis

The paper presents a research review on individualization of instruction in special education. An initial section analyzes the concept and definitions of the term, noting similarities with such terms as adaptive instruction, differentiated instruction, and prescriptive teaching. Related concepts of independent study and self directed learning are considered. Conditions seen to promote individual learning are addressed in terms of grouping practices and recognition of individual differences. Specific implications of individualized instruction in special education are noted, and methods of individualizing instruction are reviewed. The history of individualization of instruction in the United States is traced: administrative provisions and early systems of individualized instruction are pointed out. Services to special populations are described along with an account of the growing emphasis on individualization of a general education strategy. The implications of individualized education programs as mandated in P.L. 94-142, the Education for All Handicapped Children Act are described in the concluding section. A seven-page reference list is appended. (CL)

ED 266 606 EC 182 021
Gallagher, James J., Ed. Weiner, Bluma B., Ed.
Alternative Futures in Special Education.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-160-9
Pub Date—86
Contract—400-84-0010
Note—214p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($17.50, $14.90 members; Publication No. P306).
Pub Type— Books (010) — Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Child Advocacy, *Disabilities, *Early Childhood Education, Educational Technology, Educational Trends, Elementary Secondary Education, *Family Relationship, *Futures (of Society), Leadership Training, Legislation, Prevention, Public Policy, Research Needs, *Special Education

Twelve author-contributed papers from a 1984 conference examine the future of special education. The following titles and authors are represented: "The Institute for Research on Exceptional Children at the University of Illinois" (S. Kirk and W. Spalding); "The Family with a Child Who Is Handicapped: Research Focus for the 1980's" (J. Gallagher); "Families with Mentally Retarded Members: An Agenda for Research 1985-2000" (B. Farber); "Future Directions in Early Childhood Education for Exceptional Children" (M. Karnes); "The Future of Early Childhood Special Education: A Perspective on Prevention" (K. Scott and D. Carran); "Technology and Special Education Futures: Paradigm Shift" (S. Ashcroft); "Technology: A Look Into the Future for Special Education" (L. Stolurow); "The Center for Studies in Education and Human Development: A Programmatic Approach to Research in the Area of Deafness" (D. Moores); "Leadership Training Models for the Future" (C. Howe); "A Proposed American Academy of Scholars in Education of the Handicapped" (L. Dunn); "The Future of Legislative Advocacy for Exceptional Children" (E. Boggs); "Public Policy and Special Education: An Unfinished Agenda" (E. Martin). (CL)

ED 268 702 EC 182 305
Zigmond, Naomi And Others
Teaching Learning Disabled Students at the Secondary School Level. What Research and Experience Say to the Teacher of Exceptional Children.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Report No.—ISBN-0-86586-161-7
Pub Date—86
Contract—400-84-0010
Grant—G008301637
Note—51p.; Special Project: A Teacher Center Experience for Secondary Special Education Teachers.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (6.00, member price $5.10; Publication No. 305).
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Class Organization, *Classroom Techniques, Delivery Systems, *Learning Disabilities, Models, *Program Development, *Secondary Education, Student Evaluation, *Teaching Methods

The booklet examines issues and strategies in serving learning disabled (LD) secondary students. Chapter 1, on program development, reviews such program options as varieties of the resource room model and self-contained class and examines three major factors involved in decisions about program emphases: (1) administrative practices, (2) teacher orientation, and (3) student characteristics. The second chapter considers three aspects of instructional planning: assessment of individual instructional needs, student motivation, and classroom organization and student behavior management. Research is reviewed in chapter 3 on elements that affect student learning and implications are drawn for LD teachers in terms of interaction with students, structure of lessons, and learning time. Chapter 4 briefly discribes indirect services, such as consultation and communication with other teachers. Chapter 5 concludes the booklet by offering 10 recommendations for LD teachers including conducting systematic assessments, stressing motivation, and planning instruction carefully. A reference list is provided. (CL)

ED 269 913 EC 182 397

Miller, Lynn Sharon And Others

Life Centered Career Education: Activity Book One.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-162-5

Pub Date—86

Contract—400-84-0010

Note—104p.; For a related document, see EC 182 398.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.95, $8.45 member price; Publication No. 303).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Education, Class Activities, *Daily Living Skills, *Disabilities, Elementary Education, *Interpersonal Competence, *Job Skills, Middle Schools

Identifiers—*Life Centered Career Education

Designed as part of the Life Centered Career Education Curriculum, the book describes activities for use with elementary and middle school students with and without disabilities. The Life Centered Career Education Curriculum organizes 22 major competencies and 102 subcompetencies into three domains: daily living skills, personal-social skills, and occupational skills. The three domains are addressed separately within the book and activities are identified by their corresponding competency and subcompetencies. Type of activity, academic components, resource persons, and follow-up/evaluation information are also provided. Activities are designed to use materials and supplies normally available to most teachers. (CL)

ED 269 914 EC 182 398

Glascoe, Lynda Gayle And Others

Life Centered Career Education: Activity Book Two.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86586-163-3

Pub Date—86

Contract—400-84-0010

Note—103p.; For a related document, see EC 182 397.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.95, $8.45 member price; Publication No. 304).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, *Career Education, *Daily Living Skills, *Disabilities, *Interpersonal Competence, Learning Activities, Secondary Education, *Vocational Adjustment, Vocational Education

Identifiers—*Life Centered Career Education

The book provides suggestions for activities designed to infuse life skills into the basic curriculum for adolescents and older students with disabilities. Modeled after the Life Centered Career Education approach, the book presents activities geared to three domains (sample competencies in parentheses): (1) daily living skills (managing family finances, buying and preparing food, using recreation and leisure, and getting around the community); (2) personal-social skills (achieving self awareness, maintaining good interpersonal skills, achieving independence); and (3) occupational guidance and preparation (knowing and exploring occupational possibilities, obtaining a specific occupational skill, and seeking, securing, and maintaining employment). For each activity, information is presented on relevant competencies and subcompetencies, academic component, objective, type of activity, and followup/evaluation. (CL)

FL

ED 264 715 FL 015 294

Schinke-Llano, Linda

Foreign Language in the Elementary School: The State of the Art. Language in Education: Theory and Practice 62.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-15-599314-3 CONT-400-82-009

Pub Date—85

Note—139p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Curriculum Design, Educational Objectives, *Educational Strategies, Elementary Education, *FLES, Immersion Programs, Introductory Courses, Language Research, Language Role, Learning Theories, Linguistic Theory, *Program Implementation, *Second Language Instruction, Second Language Programs, State of the Art Reviews, Teaching Methods, Time Factors (Learning)

This state-of-the-art review explores types of foreign language (FL) programs, the rationale for early FL study, research evidence, program development, evaluation issues, and areas for further development. Chapter 1 outlines the various types of early FL programs that have been implemented, such as foreign language experience (FLEX) programs, foreign language in the elementary school (FLES) programs, and immersion programs. These are discussed with respect to goals, the degree of integration with the total curriculum, and the roles played by English and the foreign language. Chapter 2, on rationale, discusses two perspectives: that of the first wave of early FL programs in the 1950s and 1960s, according to which earlier language study was always better, and that of the current wave, which acknowledges both the advantages and disadvantages of early foreign language learning. Chapter 3 discusses research evidence on the effectiveness of early FL programs in light of current second language acquisition theory and suggests areas for future research. Chapter 4 focuses on the procedures involved in program implementation, from the establishment of a steering committee to the formulation of evaluation procedures. Chapter 5 presents basic concepts in evaluation design and an outline of evaluation procedures. Chapter 6 notes areas needing further study, and Chapter 7 provides a bibliography and a resource list. (MSE)

ED 267 644 FL 015 623

Berwald, Jean-Pierre

An Courant: Teaching French Vocabulary and Culture Using the Mass Media. Language in Education: Theory and Practice 65.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-87281-327-4

Pub Date—86

Contract—400-82-009

Note—161p.

Available from—Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 ($7.95 plus $0.50 postage).

Language—English; French

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Advertising, Cartoons, Catalogs, *Class Activities, *Classroom Techniques, Comics (Publications), Commercial Television, *Cultural Education, Film Criticism, *French, Grammar, *Mass Media, Second Language Instruction, Student Developed Materials, Teacher Developed Materials, Testing, *Vocabulary Development, Writing Exercises

Identifiers—*Authentic Materials

This volume outlines potential uses of many of the topics associated with daily newspapers, music, film, theater, and sports for vocabulary development and grammar review in French language instruction. The emphasis is on the advantage of using authentic, current materials prepared for the general public but somewhat familiar to students. The chapters focus on: reviewing grammar with headlines and comic strips, film reviews and scenarios, teaching about music through reviews, advertisements and product copy, housing and real estate, the financial pages, the Thomas Cook International Timetable, the "Syndicat d'Initiative" (Chamber of Commerce), the telephone directory, mail order catalogs, crime stories, commercial television, the Tour de France bicycle race, and North American football. Most chapters introduce basic vocabulary for understanding current articles and provide a series of general questions applicable to articles on the topic and designed for student response using appropriate vocabulary. A final chapter gives instructions for students on preparing an article summary and medium-specific exercises, as well as activities intended for further vocabulary development. A list of references and suggested additional readings is appended. (MSE)

ED 271 940 FL 015 433

Bruder, Mary N. Henderson, Robert T.

Beginning Reading in English as a Second Language.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-87281-326-6

Pub Date—85

Contract—400-82-009

Note—77p.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Students, *Classroom Techniques, Educational Strategies, *English for Academic Purposes, Foreign Students, *Instructional Design, Introductory Courses, Learning Theories, Limited English Speaking, Literature Reviews, *Reading Instruction, *Reading Skills, Second Language Instruction, Student Evaluation

The design of an effective reading course in English for academic purposes must be based on an understanding of the reading process (including perceptual skills and cognitive processing), an understanding of problems in mastering the English writing system (punctuation, decoding handwriting, and confusion between typefaces), and an awareness of the deficiencies the particular learner group must overcome. Assessment of learners' reading skills, by a variety of techniques, in the context of their language backgrounds can then lead to development of materials and methods for effective reading instruction. English as a second language (ESL) programs have adopted a number of approaches to these issues; both theories and procedures are in the process of being refined. Instructor familiarity with foreign languages, especially those with a different writing system, is also helpful in ESL reading instruction. Examples of a number of teaching and testing exercises are included. A six-page bibliography concludes the document. (MSE)

HE

ED 260 675 HE 018 754

Mortimer, Kenneth P. And Others

Flexibility in Academic Staffing: Effective Policies and Practices. ASHE-ERIC Higher Education Report No. 1, 1985.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-20-9

Pub Date—85

Contract—400-82-0011
Note—121p.
Available from—Association for the Study of Higher Education, One Dupront Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Administration, *College Faculty, Contracts, Early Retirement, *Employment Practices, Faculty Evaluation, Financial Policy, Financial Problems, Higher Education, Models, Nontenured Faculty, Part Time Faculty, *Personnel Policy, Probationary Period, Quotas, *Resource Allocation, Retraining, *Retrenchment, *Tenured Faculty
Identifiers—*Faculty Reassignment, Program Discontinuance

Academic staffing practices used at four-year colleges and universities are identified, and recommendations are offered for achieving staffing flexibility in the face of conditions such as scarce resources. In addition to considering faculty flow models (e.g., Markov models and simulators) as a management/planning tool to evaluate personnel and fiscal strategies, four reallocation and reduction strategies are examined: across-the-board attrition, across-the-board decrements, selective attrition, and selective decrements. General factors that limit an institution's flexibility in managing scarce resources and adapting to environmental uncertainty include: excessive external budgetary controls, limited time to respond to change, limited capacity to reallocate resources, and internal opposition. The following 13 staffing practices are examined: flexibility in tenure and staffing, control of academic positions by attrition, contract systems, nontenure-track appointments, part-time appointments, tenure quotas, extended probation and suspension of "up-or-out" rules, stricter tenure standards, review of tenured faculty, early retirement incentives, retrenchment, closure of academic programs, and retraining and reallocating faculty. (SW)

ED 261 642 **HE 018 859**
Bloland, Harland G.
Associations in Action: The Washington, D.C., Higher Education Community. ASHE-ERIC Higher Education Report No. 2, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-21-7
Pub Date—85
Contract—400-82-0011
Note—135p.
Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type— Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Agency Role, Change Strategies, Classification, Decision Making, Federal Aid, Federal Regulation, *Government School Relationship, *Higher Education, Institutional Autonomy, Lobbying, *Policy Formation, *Political Influences, *Professional Associations, *Public Policy
Identifiers—American Association of Community and Junior Colls, American Association of State Colleges and Univs, American Council on Education, Association of American Colleges, Association of American Universities, District of Columbia, National Assn Independent Colleges Universities, National Assn of State Univ and Land Grant Coll

The development of the role of higher education associations based in Washington, District of Columbia, from the 1960s to the present, is traced, with attention to events, problems, and issues. Also considered are: reasons for joining voluntary associations; the policy-making arena for higher education and the general principles that guide federal higher education decision making; three political perspectives that have oriented Washington representatives in their thinking about the role of associations in national affairs (i.e., the traditional approach, pragmatic realism, and the activist perspective); and the changing role of the associations as they deal with the shifting national scene. Classification schemes for national associations are also explained, focusing on six big national higher education associations: The American Council on Education, the National Association of State Universities and Land-Grant Colleges, the American Association of State Colleges and Universities; the American Association of Community and Junior Colleges, and the Association of American Universities. The historical analysis covers the following periods: steps toward a cooperating community in the 1960s; the Nixon-Ford-Carter years of the 1970s; the Reagan Administration in the 1980s; and current and future issues. (SW)

ED 262 743 **HE 018 860**
Boyer, Carol M. Lewis, Darrell R.
And on the Seventh Day. Faculty Consulting and Supplemental Income. ASHE-ERIC Higher Education Report No. 3, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-22-5
Pub Date—85
Contract—400-82-0011
Note—89p.
Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Faculty, *Compensation (Remuneration), *Consultants, Employment Practices, Faculty Workload, Higher Education, Income, *Multiple Employment, *Personnel Policy, Teacher Responsibility, *Teacher Salaries

The incidence and extent of faculty consulting are examined, along with the characteristics of faculty who consult and those who do not, costs and benefits of faculty consulting, the economic status of faculty, and policy considerations. A conceptual framework and historical context are provided that relate consulting and other faculty activities to the traditional mission of most academic institutions. Various claims made about the benefits of faculty consulting are reviewed, along with potential costs. Attention is directed to trade-offs involved whenever faculty effort and other institutional resources are involved in an allocation decision. Information on the economic status of faculty and the economic position of the academic profession is considered, based on empirical research. Faculty salaries are compared to those of other similar professional groups, and the amount and kinds of supplemental income earned by faculty (from inside and outside the institution) are examined. Also considered are institutional policies and practices on faculty consulting and other activities producing supplemental income, with attention to major colleges and universities, and four-year colleges and community colleges. Areas for further research are suggested. (SW)

ED 264 806 **HE 018 988**
Conrad, Clifton F. Wilson, Richard F.
Academic Program Reviews: Institutional Approaches, Expectations, and Controversies. ASHE-ERIC Higher Education Report No. 5, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Report No.—ISBN-0-913317-24-1
Pub Date—85
Contract—400-82-0011
Note—111p.
Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Case Studies, *College Programs, Decision Making, Educational Change, *Educational Quality, Evaluation Criteria, *Evaluation Methods, Higher Education, Institutional Evaluation, Institutional Research, Models, *Program Evaluation, *Self Evaluation (Groups)

Purposes for academic program review and diverse institutional approaches to college program review are considered, along with possible outcomes and ways to improve program review. Attention is directed to program review practices at 30 representatives institutions. As background, predominant types of program review over the past 15 years levels are briefly addressed: state-review, multicampus system review, and college review. At the college level, major issues include: choosing programs to review, accommodating multiple purposes, selecting an evaluation model, assessing quality, using external reviewers, increasing use of evaluations, and assessing the impact of evaluations. Program reviews at most institutions draw heavily on one or more of several models: goal-based, responsive, decision-making, or connoisseurship. Four different perspectives have been offered on how quality should be defined: the reputational view, the resources view, the outcomes view, and the value-added view. Criteria for evaluating programs include: quality of faculty, students, curricula, support services, the relevance of the program to mission, student demand and demand for graduates, and costs. Ten tentative proposals for improving program review are offered that relate to purposes, processes, and use of results. (SW)

ED 265 798 **HE 019 049**
Richardson, Richard C., Jr. Bender, Louis W.
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-25-X
Pub Date—85
Contract—400-82-0011
Note—90p.
Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Academic Aspiration, *Academic Persistence, *Articulation (Education), *Bachelors Degrees, College Role, College Students, *College Transfer Students, *Community Colleges, Higher Education, Low Income Groups, Minority Groups, State Colleges, Student Characteristics, *Two Year College Students, *Urban Universities
Identifiers—*Public Colleges

Factors that affect the attainment of the baccalaureate degree by urban students are addressed. Attention is directed to: characteristics and aspirations of urban students attending public institutions in urban areas, problems and roles of urban community colleges and universities, performance of urban students, transfer from two- to four-year institutions, and ways to promote persistence to the baccalaureate degree. More poor people, more minorities, and more immigrants live in cities where the college-age population is still less than half as likely to enroll in college as their suburban counterparts. The problems of urban colleges include funding, student poverty, high attrition, school system failures, and confused missions. While urban community colleges and universities recognize the importance of the transfer student, problems in articulation remain. In assessing outcomes, consideration is given to the attainment of associate degrees, percentages of students who transfer, and the performance of transfer students. Progress in solving 10 problem areas affecting articulation is described, and policies to enhance transfer of community college students are recommended (e.g., university scholarships, joint faculty events, and counseling exchanges). (SW)

ED 267 677 **HE 019 145**
Creswell, John W.
Faculty Research Performance: Lessons from the Sciences and the Social Sciences. ASHE-ERIC Higher Education Report No. 4, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-913317-23-3

Pub Date—85

Contract—400-82-0011

Note—92p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Department PR-4, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Faculty, Faculty Development, Faculty Evaluation, Higher Education, *Productivity, Professional Recognition, *Research Projects, Scholarship, *Scientific Research, Scientists, *Social Science Research, Social Scientists, *Teacher Characteristics, Writing for Publication

Identifiers—*Faculty Publishing

The literature on faculty research performance is reviewed, with a focus on research by individual faculty members. The literature on the sociology of science and data-based results from sociological studies are emphasized. Attention is directed to measures of performance, the explanations and specific correlates likely to influence high research performance, and the practical implications of empirical studies for faculty development and evaluation. Three common measures of individual research performance are publication counts, citation counts, and peer and colleague ratings. Productivity researchers attempt to explain the variation in faculty research performance by psychological-individual factors, including superior intellectual ability, a strong motivation and drive to perform, personality traits, and background characteristics. Access to resources and advantages and reinforcements have also been linked to productivity. Additional correlates of productivity have also been investigated: prestige of doctoral program and employing institutions, rank and tenure, early productivity. Numerous correlate studies in the past 40 years have resulted in a profile of productive researchers. In addition to ideas to promote faculty development and evaluation, suggestions for future research of faculty research productivity are offered. Ten pages of references and an index are provided. (SW)

ED 267 678 HE 019 146

Garland, Peter H.

Serving More Than Students: A Critical Need for College Student Personnel Services. ASHE-ERIC Higher Education Report No. 7, 1985.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-26-8

Pub Date—85

Contract—400-82-0011

Note—156p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Department PR-4, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Change Strategies, College Administration, College Planning, *College Students, Economic Change, Higher Education, *Leadership Responsibility, Money Management, Nontraditional Students, Political Influences, Professional Development, Social Change, *Staff Role, *Student Development, Student Needs, *Student Personnel Services, *Student Personnel Workers

Internal and external changes affecting higher education and responses that student personnel workers can take are discussed. Societal changes that influence colleges include a declining birth rate, changing sex roles, and shifts to an information-based society. Notable political trends that affect colleges include accountability requirements, concern for quality, and financial problems. In addition, student services have responded to the needs of nontraditional students (women, minorities, foreigners, older people, the disabled, part-time students, and academically underprepared students). To deal with the various changes, colleges have employed a variety of strategies that have implications for student affairs organizations. New strategies concern: comprehensive planning, enrollment management, preventive law, resource management, and changing relationships of business and colleges. The student affairs worker can help to integrate both student and institutional needs. In serving as an integrator, the student affairs worker needs to develop skills in management and research, as well as political and organizational skills. College preparation programs for student personnel workers need to provide training for these new roles. Student development theory also faces challenges from changes that are occurring. Thirteen pages of references and an index are provided. (SW)

ED 267 694 HE 019 162

Floyd, Carol Everly

Faculty Participation in Decision Making: Necessity or Luxury? ASHE-ERIC Higher Education Report No. 8, 1985.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-27-6

Pub Date—85

Contract—400-82-0011

Note—119p.

Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Centralization, College Administration, *College Faculty, *College Governing Councils, College Planning, Decentralization, Faculty College Relationship, Governance, Higher Education, Multicampus Colleges, Organizational Theories, *Participative Decision Making, Personnel Policy, *Policy Formation, Statewide Planning, *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Participation

Identifiers—Collegiality

The literature concerning higher education and generic organization theory is reviewed to address various questions relating to faculty participation in institutional decision-making. Attention is directed to: the rationale for faculty participation, alternative types of participation, participation in academic senates, participation by functional area, participation at the system and state levels, participation and centralization/decentralization, strengthening consultative processes, and increasing faculty satisfaction and participation. Generic organization theory provides extensive reasons why participation in organizational decision-making can improve employees' satisfaction and performance. Types of faculty participation in institutional decision-making are separate jurisdictions, shared authority, and joint participation. Faculty participation can involve curriculum design, faculty personnel status, selection and evaluation of administrators, planning, budgeting, and planning for retrenchment or financial exigency. Joint faculty and administrator efforts may focus on four important areas: rebuilding collegial foundations, shaping the consultative framework, increasing the availability of information, and facilitating group deliberations. Areas for further analysis are suggested. (SW)

ED 267 727 HE 019 212

Zirkel, Perry A.

Faculty Bargaining and Campus Governance: Rhetoric v. Research.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Department of Education, Washington, DC.

Pub Date—86

Contract—400-82-0011

Note—7p.

Available from—American Association of University Administrators, P.O. Box 6221, University, AL 35486 ($2.00).

Journal Cit—Administrator's Update; v6 n2 1986

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Centralization, *Collective Bargaining, College Administration, *College Faculty, *Governance, Higher Education, Organizational Climate, *Participative Decision Making, *Power Structure, Teacher Administrator Relationship, *Unions

The body of rhetorical writing and research studies about the interrelationship of faculty bargaining and campus governance are compared and synthesized. The research is emphasized so that the findings can inform and advance the ongoing debate and operational decision about this issue. Qualified, but not complete, support is found for the belief that lack of faculty influence in institutional decision-making causes faculty unionization. Other significant variables, such as the institutional context, enter into this equation. The view that faculty bargaining causes significant increase in the faculty's influence in institutional decision-making is not clearly supported, particularly for academic matters at mature universities. The notion that faculty bargaining will bring about the end of faculty senates is premature. The literature supports the assertion that other collegial governance structures, such as personnel and academic committees, will be either significantly eroded or enhanced. Finally, to the extent that faculty have collectively gained influence in decision-making, it seems that their gains have been generally paralleled by centralization of administrative authority, largely at the expense of deans and department chairs. A 59-item reference list is included. (SW)

ED 270 009 HE 019 321

Licata, Christine M.

Post-Tenure Faculty Evaluation: Threat or Opportunity? ASHE-ERIC Higher Education Report No. 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.—ISBN-0-913317-28-4

Pub Date—86

Contract—400-86-0017

Note—118p.

Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accountability, *College Faculty, Decision Making, Employment Practices, *Evaluation Methods, *Faculty Development, *Faculty Evaluation, Higher Education, *Personnel Policy, Rating Scales, Standards, Tenure, *Tenured Faculty

Factors that have led to post-tenure evaluation of faculty are considered, along with limitations of tenure in general and current post-tenure evaluation practices. Positions of advocacy and opposition to post-tenure evaluation are identified, along with practical considerations that institutions might consider before modifying or implementing a formal process for post-tenure evaluation. Three purposes of post-tenure evaluation are identified: to supply documentation for removal for incompetence; to provide input for decisions in the areas of reductions in force, merit raises, and promotions; and especially to support faculty development and improved instruction. Five principles of faculty evaluation are recommended: a clearly defined purpose, multiple sources of input to the evaluation, identifying areas and criteria to be assessed, measurable standards, and a flexible and individualized evaluation plan. Appended is a summary of a survey of 30 institutions, 16 of which had a formal post-tenure evaluation plan. Information is provided on evaluation objectives, effectiveness, frequency, participants, process followed, and the names of the 16 institutions. Also appended are 16 pages of references and information on sources of sample rating forms for faculty evaluation. (SW)

ED 272 115 HE 019 562

Johnson, Janet Rogers-Clarke Marcus, Laurence R.

Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside. ASHE-ERIC Higher Education Report No. 2, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-913317-29-2
Pub Date—86
Contract—400-86-0017
Note—111p.
Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Advisory Committees, *Blue Ribbon Commissions, Campuses, *Change Strategies, College Planning, *Educational Change, Federal Government, Governance, Government School Relationship, *Higher Education, Policy Formation, Problem Solving, Program Evaluation, Public Policy, State Government
Identifiers—Maryland, New York

Blue ribbon commissions in the United States from 1965-1983 are reviewed, and two commissions are covered in-depth. Attention is directed to: nationally-oriented blue-ribbon commissions, state-level commissions, blue ribbon commissions on campus, and factors that make commissions effective. For purposes of the study, a blue ribbon commission was defined as effective if it appeared to have produced an immediate and recognizable change in postsecondary structure, functions, or processes in a state. The two commissions studied in detail are: the Temporary State Commission on the Future of Postsecondary Education in New York State (Wessell Commission) and Maryland's Commission on the Structure and Governance of Education (Rosenberg Commission). A blue ribbon commission has the following characteristics: a predetermined life span, the involvement of eminent individuals from a variety of backgrounds, staff and funds to assist in fulfilling its charge, and a charge to investigate and/or to recommend changes in structures, functions, origins, or processes. Gubernatorially or legislatively created commissions were established on at least 48 occasions in 25 states between 1965 and 1983. In many instances they have made recommendations that have changed the direction of higher education in the state; in other instances their impact has been minimal. (SW)

IR

ED 261 649 IR 011 796
Finkel, LeRoy
Software Copyright Interpretation. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-82-0001
Note—3p.; Reading list compiled by Pamela McLaughlin.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, School of Education, Syracuse, NY 13210 (Free).
Journal Cit—Computing Teacher; v12 n6 p10 Mar 1985
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computers, *Computer Software, *Copyrights, *Policy, Policy Formation, Position Papers
Identifiers—Copyright Law 1976, ERIC Digests, *Policy Interpretation, *Software Copying

This digest presents a reprint of an article which addresses the issue of the rights of computer software owners to duplicate materials. A conservative approach to software copyright is taken which looks to how the law will likely be interpreted, rather than waiting for the definitive decision by a court. Three major issues involved with software duplication are discussed: back-up copies, multiple loading or booting from one disk onto multiple machines at the same time, and networks. It is concluded that: (1) although back-up copies (number uncertain) are allowed for use on a second machine in the event the original fails, the copy is not to be used on a second machine at the same time as the original; (2) in the absence of a license that explicitly permits loading multiple computers with the contents from one disk for use at the same time, users would likely be in violation of the copyright law if they did so; and (3) in the absence of a network license, users would likely be in violation of copyright laws if they downloaded a program to multiple stations at the same time from their network. A 13-item reading list completes the digest. (JB)

ED 266 806 IR 051 461
McLaughlin, Pamela, Comp.
Information Resources on End-Users and Online Searching. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Note—3p.
Available from—Eric Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, Annotated Bibliographies, *Databases, Higher Education, Library Personnel, *Library Services, Microcomputers, *Online Searching, *Online Systems, *Reference Services
Identifiers—*End Users

The 15 articles on end-users and online searching that are annotated in this bibliography were published during 1984 and 1985 and cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The documents and articles cover a variety of issues and perspectives including: criteria for implementation of end-user online search services in academic libraries; alternatives to the Boolean system that enable users of online bibliographic databases to obtain their required level of performance at lowest cost; the changing role of the librarian in online searching; the impact of end-user searching on library staff and users; barriers to the use of current online retrieval systems by novice users; comparisons of traditional online interviews with presearch counseling sessions for client searchers; microcomputer-based search systems; recent developments in end-user searching; results of a study evaluating 20 university-based first time users of BRS/After Dark; and situational and personal factors affecting use of a computer-based information service for 126 end-user searchers of MEDLINE. (THC)

ED 267 827 IR 051 488
McLaughlin, Pamela, Comp.
Information Resources on Online Searching in Secondary Schools. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Databases, *High School Students, Learning Resources Centers, *Library Services, *Online Searching, *Online Systems, School Libraries, Secondary Education, *Teaching Methods
Identifiers—End Users

The 13 articles on online searching in secondary schools that are annotated in this bibliography were published between 1981 and 1985 and cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The documents and articles cover a variety of issues and perspectives including: an introduction to online bibliographic searching for high school students; teaching online searching to high school students; the use of online bibliographic retrieval systems in Montgomery County (Maryland) public schools; a review of research on the direct use of online bibliographic information systems by untrained end users; integrating online instruction into the high school library curriculum; considerations in offering bibliographic database access to students; rationale, process, and implications of training students to search online; and innovative approaches to teaching online bibliographic searching and student use of information. (THC)

ED 270 081 IR 012 082
McLaughlin, Pamela, Comp.
Information Resources on Microcomputer Applications for Media Centers. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Software, Elementary Secondary Education, *Learning Resources Centers, *Microcomputers, Newsletters, Resource Materials, School Libraries
Identifiers—ERIC Digests, *Software Development, Spreadsheets

Citations in this annotated bibliography were selected from the Educational Resources Information Center (ERIC) indexes, Current Index to Journals in Education (CIJE), and Resources in Education (RIE). Titles include: (1) "Computer Applications in the Library Media Center: An Introduction to Electronic Spreadsheets" (Keith E. Bernhard); (2) "Selecting Computer Software for School Libraries" (Laurel A. Clyde and D. Joan Joyce); (3) "In-house Production of Computer Software" (David V. Loertscher); (4) "Microcomputer Software for School Library Applications" (South Dakota State Library and Archives); (5) "Computer Technology and Libraries" (School Library Journal Special Section); (6) "Microcomputers in the Media Center" (Vicki Sherouse and Richard Post, eds.); (7) "Microcomputers in School Library Media Centers" (Lotsee Smith and Keith Swigger); (8) "Copyright, Micro Software, and the Library Media Center" (Rosemary Sturdevant Talab); and (9) "Small Business Microcomputer Programs: Tools for Library Media Center Management" (Neil A. Yerkey). Descriptions and addresses are also provided for two Apple microcomputer-users newsletters–the Apple Library Users Group Newsletter and The Wired Librarian's Newsletter–as well as two general interest periodicals–CMC (Computers and the Media Center) News and Small Computers in Libraries. (JB)

ED 270 100 IR 012 220
Klausmeier, Jane A.
Accessing ERIC with Your Microcomputer. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, Databases, *Information Retrieval, *Microcomputers, *Online Searching, *Online Vendors, Telecommunications
Identifiers—*ERIC, ERIC Digests, Modems

Focusing on how to use a microcomputer as a terminal for searching online databases, this digest addresses the following topics: (1) hardware and software requirements; (2) configuring the software; and (3) basic requirements for specific microcomputers. Special features in communications software which allow microcomputer users to do database searching are described, such as print commands, save commands, access to command mode, format display, default setting, and status indicator. Suggestions for software configuration include telephone numbers for three major database vendors–DIALOG, BRS (Bibliographic Retrieval Services), and SDC (System Development Corporation). Finally, the hardware necessary to use a computer as a terminal is discussed, including interface modules, modems, modular jacks, acoustic couplers, and internal modems. A list of 10 different microcomputers and the hardware and software necessary to use them as terminals completes this digest. (JB)

ED 270 101 IR 012 221
Clay, Katherine
ERIC for Practitioners. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Cost Effectiveness, *Databases, *Information Dissemination, Information Services, *Information Sources, Information Storage, Instructional Materials, *Research Projects, Research Tools, *Resource Materials, Teachers
Identifiers—*ERIC, ERIC Digests, Office of Educational Research and Improvement

Designed to demonstrate that the ERIC (Educational Resources Information Center) database is a useful source of information for educational practitioners at all levels, this digest provides an introduction to the ERIC system and describes the National Education Practice File Project (NEPF). This 2-year project was designed to find out from educational practitioners the kinds of information they would find useful, locate appropriate materials, and make this information easily accessible to its audience through the development of a computerized file of practitioner-oriented materials. An overview of the ERIC system briefly describes its acquisition and processing activities; the creation of computerized files for online searching; the publication of two monthly indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE); and the types of materials the system contains. Information on the NEPF includes the purpose of the study, its participants and activities, and the results of an evaluation of the resulting computerized file made up of documents that were already in the ERIC file as well as new acquisitions. Emphasis on practitioner documents since the completion of ERIC is briefly demonstrated, and a study of the cost and usefulness of ERIC that was conducted for the Department of Education is noted. Hints on accessing ERIC are also provided, and a list of four references complete the digest. (JB)

ED 270 102 IR 012 222
Taylor, Robin
Microcomputer Courseware Evaluation Sources. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Information Sources, Instructional Material Evaluation, Microcomputers
Identifiers—ERIC Digests, *MicroSIFT, *Software Evaluation

More than 10,000 instructional software packages have been published for elementary and secondary schools–thousands in each discipline. Unfortunately, not all sources of courseware evaluations are equally reliable; therefore, it is important to determine that evaluations include: (1) critical appraisal of content accuracy; (2) in-depth consideration of the appropriateness and effectiveness of the instructional strategies employed; and (3) input from testing with students. Some comprehensive and accessible sources of courseware evaluations are MicroSIFT Courseware Evaluations, which probably contain the most thorough and consistently reliable evaluations, and EPIE Micro-Courseware PRO/FILES, whose evaluations are synthesized from the reviews of two or more evaluators who have usually tested the courseware with students. Periodicals which contain software evaluations include the bimonthly "Electronic Learning," and the monthly "Educational Technology." Two sources that identify only high quality courseware (although according to different criteria) are "Only the Best, the Discriminating Software Guide for Preschool-Grade 12" (L. L. Mattas) and "The Yellow Book: A Parent's Guide to Educationally Sound Courseware" (NEA Educational Computer Service). (JB)

ED 270 103 IR 012 223
McLean, Lois
Videodiscs in Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Simulation, *Instructional Innovation, *Interactive Video, Microcomputers, Research Projects, Teaching Methods, *Videodisks
Identifiers—ERIC Digests

This digest discusses the nature of interactive videodiscs and their educational applications, provides information about educational uses of videodisc technology, and presents lists of videodisc-related organizations, books, and periodicals. A general description of a reflective optical laser videodisc is presented, as well as the equipment necessary to use a videodisc program. The categorization of videodisc systems according to their level of interactivity is explained: (1) Level 1–a stand-alone videodisc player which may allow dual audio and random access of frames but has no memory or processing power; (2) Level 2–a stand-alone educational/industrial player allowing disc control through an internal programmable microprocessor; (3) Level 3–a system which adds the power of an external computer through the connection of an interface device; and (4) more sophisticated systems which have capabilities far beyond those of the original Level 3 system. Educational uses of videodiscs are also discussed, including simulating expensive or dangerous procedures or human interactions; teaching standardized procedures; storing audiovisual databases; showing visual details and reviewing and comparing visual materials; and using the two audio tracks to store different information for foreign language instruction, or for adapting materials for varied ability levels. Finally, several educational projects that are experimenting with the principles of interactive video are described, and resources for learning more about videodiscs in education are presented, including three organizations, three books, and several periodicals. A list of references is also provided. (JB)

ED 270 104 IR 012 224
Olson, Michael Minor, Barbara B.
Videotex 1985: Educational Applications. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Distance Education, Educational Experiments, Elementary Secondary Education, Futures (of Society), Higher Education, Information Dissemination, *Information Networks, Information Sources, Interactive Video, *Online Systems, Video Equipment, *Videotex
Identifiers—ERIC Digests

Videotex is a generic term used for any electronic system that can be used to retrieve both print and graphic computer-based information via video display monitors or specially adapted television sets. Both one-way (broadcast videotex) and two-way (interactive videotex) exist; these can be used as an information source, a delivery medium, a distance education manager, or a communication network between any combination of teachers and students. Seven experimental projects illustrate different approaches to the utilization of videotex: (1) Northeast Educational Technology Consortium (NETC)–teachers as subject matter experts consult online with teachers and students; (2) Annenberg/CPB (Corporation for Public Broadcasting) Project, University of Wisconsin-Extension, Madison–electronic text materials support Public Broadcasting Service television programs in a college political science course; (3) Satellite Syndicated Systems and Keycom Electronic Publishing–a nationally distributed electronic teletext magazine service; (4) Cyclops–system used for tutoring sciences at the British Open University; (5) Alberta Correspondence School–vocational education programs delivered to rural areas; (6) Indiana University–use of a commercial videotex service for a middle school science class; and (7) Shasta County Public Schools Media Center–live broadcasts via a two-way communication link from students at remote sites to on-campus instructors. A brief discussion of future uses of videotex and a 15-item bibliography complete the digest. (JB)

ED 270 107 IR 051 522
Klausmeier, Jane A.
Building Databases for Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, Computer Software Reviews, *Database Management Systems, *Databases, Educational Administration, *Microcomputers
Identifiers—ERIC Digest, *Information Management, *Software Evaluation

This digest provides a brief explanation of what a database is; explains how a database can be used; identifies important factors that should be considered when choosing database management system software; and provides citations to sources for finding reviews and evaluations of database management software. The digest is concerned primarily with databases and software for handling management-type information. It is noted that databases that are bibliographic in nature are accessed primarily through subject headings and keywords, and require a different approach and generally a different type of software called information retrieval software. This digest contains sections on how databases are organized and used, and software selection considerations. A list of print and online resources that may be helpful in developing a list of possible software programs to meet specific needs is included. (THC)

ED 271 125 IR 051 563
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1985. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1985.
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency—Department of Education, Washington, DC.
Pub Date—May 86
Contract—400-81-0003
Note—72p.; For the 1984 edition, see ED 261 711.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Informa-

tion Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, *State of the Art Reviews
Identifiers—Educational Information, *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 176 publications produced by the 16 ERIC Clearinghouses in 1985. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1985) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1985. (THC)

JC

ED 261 754 JC 850 549
Assessing Student Degree Aspirations. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 85
Contract—400-83-0030
Note—5p.; For the full study report, see ED 255 250.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Aspiration, *College Transfer Students, Community Colleges, School Surveys, *Student Attitudes, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, Urban Schools

In spring 1984, a study was conducted by the Center for the Study of Community Colleges to examine various facets of transfer education at urban community colleges. Part of the study focused on the large discrepancy between the number of community college students saying they wanted to earn a bachelor's degree and the actual number who attained the baccalaureate. A survey of students in randomly selected transfer-credit course sections at 22 urban community colleges yielded 1,163 usable responses. Study findings included the following: (1) 74% of the students planned to attain a baccalaureate degree or higher, yet only 54% indicated transfer as their primary reason for attending college; (2) 44% expressed strong feelings about the relative importance of transfer; (3) only 12% could be classified as exhibiting behavior highly indicative of transfer, and most had not taken the initiative in planning for transfer; and (4) students with high transfer attitudes and behaviors were concentrated among those who had completed 45 to 59 units, were attending full-time, and were of traditional college age. The study findings suggested that community colleges concerned with the identification of potential transfer students should collect other data besides planned degree attainment. (LAL)

ED 261 755 JC 850 550
Community College Faculty and the Transfer Function: A Critical Analysis. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 85
Contract—400-83-0030
Note—6p.; For the full study report, see ED 255 250.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), *College Faculty, *College Transfer Students, *Community Colleges, School Surveys, *Teacher Attitudes, Teacher Behavior, *Teacher Participation, Two Year Colleges, Urban Schools

In spring 1984, as part of a larger study of transfer education in urban community colleges, the Center for the Study of Community Colleges conducted a survey to analyze faculty involvement in the transfer function. A questionnaire was distributed to 444 randomly selected faculty members teaching transfer courses at 24 colleges, requesting information on faculty awareness of student characteristics, faculty interaction with students, how faculty prepare students for the four-year college environment, faculty involvement in transfer-related activities, and faculty attitudes toward transfer and other community college functions. Study findings, based on a 78% response rate, included the following: (1) 67% of the instructors did not have information on student transfer aspirations, 81% had no information on performance on basic skills tests, and 80% had no information on students' employment status; (2) 61% met with students during office hours, yet very few indicated communication with students in other settings; (3) 45% did not use essay exams at all in determining course grades; (4) most faculty engaged in a variety of activities to achieve course equivalency between community colleges and senior institutions; (5) most faculty were not greatly involved in formal transfer activities outside the classroom, but many were involved in less formal ways; and (6) only 19% agreed that the primary function of the community college should be transfer. The study findings suggested that lack of faculty involvement in the transfer function was due to the perception by faculty that transfer education was the domain of administrative personnel, and that transfer education had become a secondary function. (LAL)

ED 261 756 JC 850 551
Strengthening Transfer Opportunities in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 85
Contract—400-83-0030
Note—6p.; For the full study report, see ED 255 250.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Articulation (Education), College Transfer Students, *Community Colleges, Educational Improvement, *Intercollegiate Cooperation, Student Personnel Services, Teacher Role, *Transfer Policy, *Transfer Programs, Two Year Colleges

As part of a larger study of transfer education conducted by the Center for the Study of Community Colleges, students and faculty were surveyed to determine what community college leaders could do to assist students who want to transfer to four-year institutions and eventually earn a baccalaureate degree. The findings of these surveys resulted in several suggestions for strengthening the transfer function, including: (1) college leaders should communicate the importance of transfer to college constituencies by establishing a high-level administrative position to deal with transfer, commissioning research on the effectiveness of transfer education at the college, and opening communications with senior institutions; (2) the curricula and services of the college should be reorganized to promote transfer more effectively and coordinate the efforts of faculty, administrators, and researchers; (3) the procedural and qualitative aspects of transfer should be improved by such means as revising college catalogs to include transfer requirements, and providing training to help counselors and faculty develop skills in advising potential transfers; and (4) transfer and articulation agreements should be created with senior institutions within the community college's service district. (EJV)

ED 261 757 JC 850 552
Counting the Reverse Transfer Students. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 85
Contract—400-83-0030
Note—6p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attendance Patterns, College Attendance, *College Transfer Students, Community Colleges, Data Collection, *Educational Trends, *Enrollment Influences, Postsecondary Education, Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students
Identifiers—*Reverse Transfer Students

A review is provided of statewide and institutional data reflecting the magnitude and causes of the reverse transfer phenomenon. First, data from California, North Carolina, Illinois, Missouri, and Minnesota are presented, contrasting the numbers of students who transfer from two- to four-year colleges to the sometimes greater number of students transferring from four- to two-year colleges. Next, the digest reviews three research efforts undertaken by individual colleges to identify the characteristics and needs of reverse transfer students, including: (1) a study conducted at Piedmont Virginia Community College (PVCC), which focused on the demographic characteristics and reasons that students with certificates or degrees attend PVCC; (2) a study conducted at Santa Ana College (California) to determine the educational interests and matriculation patterns of students who had previously attended a four-year institution; and (3) research undertaken at the Los Rios Community College District (California), which compared the characteristics and objectives of students with five different educational backgrounds. Finally, the digest offers conclusions about reverse transfers, indicating that: (1) those holding four-year degrees represent one of the most academically able segments of the community college student body; (2) those without a baccalaureate come to the community college for a variety of reasons, only one of which is academic difficulty at the senior institution; and (3) while reverse transfers constitute only a minority of the community college population, their presence is further evidence of the growing complexity of the community college environment. (EJV)

ED 261 758 JC 850 553
The Current Status of the Associate Degree. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 85
Contract—400-83-0030
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Associate Degrees, *College Curriculum, *Community Colleges, *Educational Attainment, *Educational Trends, Females, Two Year Colleges

An overview is provided, examining the types of associate degrees that are awarded, the number that are awarded, the students who receive them, and the problems related to associate degree curricula. First, a list is provided of the different types of associate degrees awarded, followed by an enumeration of the vocational and non-vocational categories into which these degrees are divided: Arts and Sciences or General Programs for non-vocational degrees; and Data Processing, Health Sciences/Paramedical, Mechanical/Engineering, Natural Science, Business and Commerce, and Public Service for vocational degrees. Next, information is provided on degree awards, indicating that in absolute numbers, 158,000 non-vocational and 276,493 vocational degrees were awarded in 1981-82. The next section looks at trends in the participation of women in associate degree education, showing that since 1976-77, over 50% of the degrees have been earned by women, though most in health, office, and public service occupations. The final section addresses several issues that must be addressed in the future planning of associate degree programs, including the relatively low prestige of the degree, variations among colleges with respect to subject area and unit requirements, the need to keep up with technological advances in vocational curricula, and the transferability of the degree. (EJV)

ED 261 759 JC 850 554

What Statistical Information Is Available on Two Year Colleges: A Summary of Research Findings. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—5p.

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Information Needs, Information Sources, Research Problems, *Statistical Data, *Two Year Colleges

Drawing from a bibliographic survey of statistical data on two-year colleges, this digest indicates what kinds of data are available, what data are not readily accessible, and the limitations that affect the available information on two-year college finances, curriculum, students, and personnel. The digest recognizes the availability of data on total college expenditures; total enrollment; and the demographic characteristics of students, faculty, and administrators; while alerting users to the lack of data on community services and non-credit programs, student educational intent, student outcomes, and data aggregated by program or curriculum. (LAL)

ED 262 842 JC 850 559

Petty, Gary Frank, Ed.

Active Trusteeship for a Changing Era. New Directions for Community Colleges, Number 51.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-741-X

Pub Date—Sep 85

Contract—400-83-0030

Note—113p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($9.95).

Journal Cit—New Directions for Community Colleges; v13 n3 Sep 1985

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Characteristics, *Administrator Role, Board of Education Role, *Community Colleges, Educational Administration, *Governing Boards, *Trustees, Two Year Colleges

Offered as a contribution to developing better trustees, this collection of essays represents a variety of viewpoints on the nature and extent of trustee services. The following articles are included: (1) "The Illinois Public Community College Board Members," by Gary Frank Petty and William E. Piland; (2) "Active Trusteeship for a Changing Era," by James B. Tatum; (3) "The Trustee Role in Congressional Lobbying," by Sandra L. Ritter; (4) "Trustees as Advocates in State Legislatures," by Dan Grady; (5) "Characteristics of Minority Group Trustees," by Jerry Lacey; (6) "Characteristics of Female Trustees," by Sheila M. Korhammer; (7) "Trustee Participation in Professional Activities," by Wayne T. Newton; (8) "Media and the Trustee," by Jan Hamilton and Raymond Hartstein; (9) "The Trustee Role in Accreditation," by Howard L. Simmons; (10) "Trustees and Collective Bargaining," by Robert V. Moriarty; (11) "The Effective Chairperson," by Peter Lardner; (12) "The Trustee Role in College Personnel Management," by Clem R. Jasiek, Alfred Wisgoski, and Hans A. Andrews; and (13) "Sources and Information: The College Trustee," by Diane Zwemer. (LAL)

ED 264 911 JC 860 031

Puyear, Donald E., Ed. Vaughan, George B., Ed.

Maintaining Institutional Integrity. New Directions for Community Colleges, Number 52.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-742-8

Pub Date—Dec 85

Contract—400-83-0030

Note—112p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($9.95).

Journal Cit—New Directions for Community Colleges; v13 n4 Dec 1985

Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Education, *College Administration, *College Role, *Community Colleges, *Educational Change, *Educational Quality, Faculty Development, Institutional Autonomy, Part Time Faculty, School Effectiveness, State Colleges, State School District Relationship, Two Year Colleges

This collection of articles addresses ways in which community colleges can maintain institutional integrity while at the same time adapting the colleges' mission to a changing environment. The following articles are included: (1) "The Search for Mission and Integrity: A Retrospective View," by Jennings L. Wagoner, Jr.; (2) "Maintaining Open Access and Comprehensiveness," by George B. Vaughan; (3) "General Threats to Institutional Integrity," by Gordon K. Davies; (4) "Part-Time Faculty: Integrity and Integration," by Judith L. McGaughey; (5) "Maintaining Faculty Vitality," by Thelma C. Altshuler and Suzanne L. Richter; (6) "Maintaining Integrity in a State System," by Donald E. Puyear; and (7) "Sources and Information: Maintaining Institutional Integrity," by Jim Palmer and Diane Zwemer. (LAL)

ED 267 847 JC 860 145

Dziech, Billie Wright, Ed.

Controversies and Decision Making in Difficult Economic Times. New Directions for Community Colleges, Number 53.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

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Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Administration, College Planning, *Community Colleges, Educational Finance, Educational Quality, Financial Problems, *Open Enrollment, *Part Time Faculty, *Retrenchment, Salary Wage Differentials, *Teacher Salaries, Two Year Colleges

The essays in this collection provide contrasting points of view on a number of community college issues that have become more pressing during periods of economic constraint. The volume contains: (1) "Part-Time Faculty: The Value of the Resource," by William R. C. Munsey; (2) "Part-Time Faculty, Full-Time Problems," by David Hartleb and William Vilter; (3) "Part-Time Faculty: Nemesis or Savior?" by George B. Vaughan; (4) "The Fading Vision of the Open Door," by Marc A. Nigliazzo; (5) "Keeping the Open Door Open," by William E. Demaree; (6) "Student Enrollment: Ways to Maintain the Commitment," by Gustavo A. Mellander; (7) "Maintaining Commitment to Quality Education," by John M. McGuire and Eldon Miller; (8) "Weak Programs: The Place to Cut," by Ronald J. Temple; (9) "Preserving and Enhancing Quality through Effective Program Evaluation," by Al Smith; (10) "If You're So Smart, Why Aren't You Rich?" by Phyllis Woloshin; (11) "Competing with the Marketplace: The Need to Pay Some Faculty More," by Thomas E. Wagner; (12) "New Approaches to Faculty Compensation," by James L. Wattenbarger; and (13) "Sources and Information: Decision Making in Hard Economic Times," by Jim Palmer. (LAL)

ED 269 114 JC 860 267

Needham, Robbie Lee

Are Communications Technologies in Education a Threat to Faculty? ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—400-83-0039

Note—6p.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, College Instruction, Community Colleges, *Computers, *Educational Change, *Educational Technology, Faculty Development, *Individualized Instruction, Professional Development, *Teacher Role, Two Year Colleges

Communications technologies have the potential to transform the educational process. In the community college context, these technologies have the power to change the the roles of faculty. On one hand, these changes might mean a reduction in the number and status of teachers. On the other hand, communications technologies may afford teachers greater opportunities for role differentiation and specialization. Another change made possible by the introduction of new technologies has been an upset of traditional power relationships in the learning process, with teachers relinquishing authority and students assuming more control over their own learning. Communications technologies also allow for much greater individualization of learning, permitting students to progress at their own speed and freeing teachers from repetitious analysis and prescription. As educators realize the potential of computers for innovation in education, many possibilities for enhancing student learning arise: (1) computers can create realistic models and involve students in real-world computer applications; (2) throughout the college, students are using the computer as a tool to analyze data, draft and revise sketches, perform laboratory experiments, or draft and revise reports; and (3) individualized instruction is available via computers in public libraries, video outlets, and electronic universities, diffusing higher education's monopoly on learning beyond high school. A final area in which communications technologies can affect the educational process lies in their potential for furthering the professional development of faculty. Realizing this potential requires that administrators and policymakers help faculty develop new skills through planning and allocating adequate resources for computer skills and courseware development. Perhaps technology's primary gift to community college faculty is the demand that they look again at the essentials of teaching and learning. (RO)

ED 269 115 JC 860 268

Zeiss, Anthony

Positioning Community Colleges via Economic Development. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—400-83-0039

Note—6p.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, *Community Colleges, *Economic Development, *Institutional Advancement, *Marketing, *School Community Relationship, Two Year Colleges

Community colleges, because of their late arrival in the development of American education, have suffered from an image and identity problem since their inception. To deal with this problem, community colleges should position themselves as unique community-based service-oriented colleges and market a specific focus to the general public. The first and most important step in the positive positioning of a college involves a commitment from top administration to a strategic marketing process that includes a clear focus of institutional mission, a clear understanding of whom the college serves, and precise knowledge of what makes its services unique. Throughout this positive positioning process, community colleges must view themselves as part of the mainstream of their communities and develop programs and services to meet the identified needs of their external publics. One fundamental and natural connection between colleges and their communities is in the local economy. This connection should be used as a major vehicle for positioning community colleges in the public's mind as a respected and integral part of society. A positioning strategy related to economic development would involve the following steps: (1) the college president must believe in and gain acceptance for the marketing mission; (2) a strategic action plan must be developed with input from internal and external publics; (3) the college must get involved with its community's economic development and chamber of commerce activities by, for example, developing a small business assistance center, assisting in visitation teams to compete for relocating industry, customizing industry-specific training programs, and publicizing the college's role in these activities; and (4) the college must follow through with its commitment and develop a reputation for integrity, responsiveness, and cooperation. (RO)

ED 269 116 JC 860 269
Alfred, Richard L.
Measuring Student Outcomes through the Associate Degree. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Associate Degrees, Community Colleges, Educational Assessment, Educational Benefits, *Evaluation Criteria, *Outcomes of Education, *Program Effectiveness, Program Evaluation, *Relevance (Education), Role of Education, *Student Educational Objectives, Two Year Colleges

A large number of students enrolling in community colleges do not aspire to or complete the associate degree. Instead, they attend community colleges for a multitude of reasons, including job training or retraining, licensure, preparation for transfer, and avocational pursuits. Given the preponderant pattern of part-time attendance and diversity of student objectives, it stands to reason that questions would arise as to the relevance of the associate degree as a student outcomes measure. These questions differ depending upon the perspective from which student outcomes are viewed. For community college administrators, a college is "effective" when student outcomes are produced at a level sufficient to balance the costs of instruction. For educational policy makers, college effectiveness may be measured in terms of nondegree outcomes related to economic development and public service programs. Teaching faculty may have still yet another perspective on outcomes, arguing that the college is effective when it implements academic policies that restrict the distribution of rewards to students who successfully meet standards. Within the broader context of social and educational change, additional questions arise about the utility of the associate degree as an outcomes measure; e.g., In a labor market marked by increased emphasis on service and technological jobs, is the degree undereducation for some jobs and overeducation for others? Do constraints on faculty technological skill and knowledge undermine the perceived value of an associate degree? As societal conditions change, the associate degree may diminish in importance, and non-degree, short-term courses developed for specific constituencies on an "as need" basis may represent a better strategy for achieving socially desirable student outcomes. (RO)

ED 269 117 JC 860 271
Martorana, S. V.
Community Colleges: How to Develop a Positive Liaison with State Lawmakers. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Community Colleges, *Educational Policy, *Government Role, *Government School Relationship, Institutional Autonomy, Leadership Training, *Policy Formation, *State Government, *State Legislation, Two Year Colleges

Community colleges are increasingly influenced by state-level policies and dependent upon state financial support, making it a matter of necessity for community college leaders to develop positive liaisons with state public policy makers and law makers. Given the need for positive relations with state officials, community college leaders face a complex of four interrelated problems: (1) limited preparation in the area of inter-leader, inter-level relations in education and professional development; (2) limited information about trends outside their state; (3) a paucity of information about the forces that mold state-level decisions and patterns of policy formation; and (4) lack of knowledge about the theory and practice of effecting change in public policy directions. These handicaps must be overcome if community college leaders are to persuade state-level policy makers to favor greater institutional autonomy or if they are to assure that state-level policies are formulated to serve the colleges' best interests. (RO)

ED 270 138 JC 860 270
Deegan, William L.
Should Your College Start a Center for the Delivery of Contract Training Programs? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Development, *Economic Development, *Job Training, Labor Education, *School Business Relationship, *Trade and Industrial Education, Two Year Colleges, Vocational Education, *Vocational Training Centers
Identifiers—*Contract Training Centers, ERIC Digests

Community colleges have been at the forefront in providing contract training programs for clients such as businesses, health care organizations, and government agencies. Many state governments are beginning to provide resources for these programs as an incentive to attract or retain business and industry. One of the consequences of the demand for and growth of contract training programs has been a heightened interest in creating special centers to market and deliver these programs. The advantages of creating separate centers include the enhanced image and public relations value of having a specialized organizational unit; their income-generating potential; and the provision of new opportunities for faculty to broaden their experience. Unfortunately, the rapid growth of contract training centers may also lead to some significant problems (e.g., lack of instructors qualified to competently and professionally represent the college, inability of the college to provide materials and facilities that meet corporate expectations, and staff resistance). To maximize benefits and minimize problems, institutions interested in establishing such centers should consider the following issues: (1) college staff must carefully analyze the role and goals of a center for contract training; (2) there is a need to develop separate advisory structures for representatives from businesses and the college; (3) center staff should have a strong business background; and (4) the college needs to develop policies regarding center profits and retained earnings. (RO)

ED 270 180 JC 860 321
Approaches to Staff Development for Part-Time Faculty. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-83-0039
Note—10p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Community Colleges, *Faculty Development, *Inservice Teacher Education, *Part Time Faculty, Personnel Management, Professional Development, *Staff Orientation, *Teacher Improvement, Two Year Colleges
Identifiers—ERIC Digests

The increased use of part-time faculty in community colleges has left in its wake a large literature on the problems posed by heavy reliance on part-time faculty and on the need to address these problems through staff development programs. Four approaches have been used by community colleges to deal with the staff development needs of their part-time faculty. The first approach is based on a curriculum development model, which is characterized as a set of in-service workshops and courses designed to complement the part-timer's subject expertise with activities to strengthen pedagogical skills and provide information about the community college. The second approach involves the formation of peer support networks through which part-timers share experiences and help each other with problems encountered on the job. The third is a personnel management approach, whereby the college's recruitment, hiring, and evaluation policies are developed with improved instruction in mind. The fourth approach draws upon theories of adult education to involve part-timers in identifying and solving the problems they face on the job. This approach stresses the development of part-timers' awareness of work problems as a means of fostering receptiveness to staff development interventions. All of the approaches seek to instruct part-timers in pedagogical techniques and thus to improve instruction, and aim to integrate part-time faculty into the college community. (RO)

ED 271 162 JC 860 373
Palmer, Jim
Assessing the Employment Experiences of Community College Vocational Program Graduates.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0030
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Graduates, Community Colleges, *Employment Patterns, Graduate Surveys, *Outcomes of Education, *Research Methodology, Two Year Colleges, *Two Year College Students, *Vocational Education, *Vocational Followup
Identifiers—ERIC Digests

A review of 48 follow-up surveys of two-year college vocational education graduates conducted at the institutional and state levels reveals some common findings regarding the graduates' employment experiences. Most survey respondents (70% to 80%) reported that they were employed full-time; 66% to 96% indicated that their jobs were in some way related to their programs of study at college; and most indicated satisfaction with the technical knowledge or job skills they gained at college, while expressing less satisfaction with the colleges' helpfulness in providing knowledge about career opportunities or in preparing them for career advances. In spite of the commonality of these findings, survey limitations and methodological weaknesses make it difficult to assess the extent to which graduates' career outcomes can be attributed to their vocational studies. Among these weaknesses are the fact that most studies were conducted on a "one-shot" basis; many studies were conducted too soon after graduation to provide a long-term view of students' career lives; many surveys obtained low response rates; and many suffered from a lack of control groups against which to assess graduates' employment experiences. To improve vocational follow-up studies several steps could be taken, including: (1) reduce the size of the survey instrument to improve response rates; (2) solicit information on graduates' educational goals and prior employment experiences; (3) gather longitudinal data to trace career develpment patterns; and (4) base studies on well-chosen samples as an alternative to surveying all program graduates. (EJV)

ED 271 169 JC 860 383

Zwerling, L. Steven, Ed.
The Community College and Its Critics. New Directions for Community Colleges, Number 54.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-87589-708-8
Pub Date—Jun 86
Contract—400-83-0030
Note—127p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($9.95).
Journal Cit—New Directions for Community Colleges; v14 n2 Jun 1986
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Role, College Transfer Students, *Community Colleges, Continuing Education, *Educational Assessment, Educational Discrimination, Females, Minority Groups, *Politics of Education, Relevance (Education), *Social Responsibility, Social Stratification, Student Financial Aid, Two Year Colleges, Vocational Education

A collection of essays presents the updated positions of nine critics of the community college who from the mid-1960s through the mid-1970s participated in a debate with two-year college proponents over many of the fundamental assumptions of the community college movement. The volume contains: (1) "From Mass to Class in Higher Education," by William M. Birenbaum; (2) "Community Colleges and Social Stratification in the 1980s," by Jerome Karabel; (3) "The Devaluation of Transfer: Current Explanations and Possible Causes," by Alison Bernstein; (4) "Vocational Education: More False Promises," by Fred L. Pincus; (5) "Lifelong Learning: A New Form of Tracking," by L. Steven Zwerling; (6) "Minority Students and the Community College," by Reginald Wilson; (7) "A Place for Women?" by Marilyn Gittell; (8) "Independent Students at Two-Year Institutions and the Future of Financial Aid," by W. Lee Hansen and Jacob O. Stampen; (9) "Strangers to Our Shores," by Howard B. London; and (10) "Sources and Information: The Social Role of the Community College," by Jim Palmer. (EJV)

ED 272 248 JC 860 440
Oromaner, Mark
The Community College Professor: Teacher and Scholar. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 86
Contract—400-83-0030
Note—5p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Community Colleges, *Faculty Development, Research, *Scholarship, Teacher Burnout, Teacher Improvement, *Teaching (Occupation), Two Year Colleges
Identifiers—ERIC Digests

The emphasis in community colleges on teaching as a primary faculty responsibility has frequently caused classroom teaching to be divorced from scholarship. Although the teaching role is not a necessary condition for successful scholarship, some form of scholarship appears to be a necessary condition for successful teaching over an extended period of time. Therefore, the stress on teaching in community colleges may have actually led to a decline in the quality of teaching. The facts that new colleges are not being opened, that enrollments are declining, that funds for professional development are scarce, and that community college faculty are aging all reinforce the importance of scholarship as a means of enhancing faculty members' performance and image as professionals. While at the university level scholarship is equated with research, at the community college level a more liberal definition of scholarship should be employed, including professional activity, research/publication, artistic endeavors, engagement with novel ideas, community service, and pedagogy. The systematic processes involved in each of these activities will do much to strengthen teaching and combat boredom and burnout. Though examples of scholar-teachers exist on every campus, there is a need for the formal encouragement, support, and reward that would institutionalize the role of the scholar-teacher, and, in doing so, revitalize the teaching role. (EJV)

ED 272 258 JC 860 450
Colby, Anita Y.
Writing Instruction in the Two-Year College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Pub Date—Aug 86
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Feedback, Holistic Evaluation, *Teaching Methods, Two Year Colleges, Two Year College Students, Writing Evaluation, *Writing Exercises, *Writing Instruction, Writing Skills
Identifiers—ERIC Digests

This digest draws upon the thirteen published volumes of "Inside English" to offer a summary of practitioners' advice on techniques to improve two-year college students' writing skills. First, the paper summarizes underlying principles of writing instruction, indicating that: (1) usage, formal grammar, phonics, and spelling are best learned in a context; (2) students learn to write and read by performing real tasks; (3) drills may be useful following diagnosis of specific weaknesses, but not as a substitute for whole writing assignments; (4) students need help during the writing process; and (5) sentence building is more productive than analysis or labeling. The importance attached by the instructors to designing writing exercises tailored in form and content to the students' skill levels is noted. The paper then offers brief descriptions of writing assignments designed to build confidence in writing ability and emphasize communication skills, including clustering, modeling, brainstorming, and controlled writing, free writing, and journal writing. Other exercises more appropriate for more advanced students are also outlined; these may include summaries, practice essay exams, and computer assisted writing. Next, methods of providing feedback that build self-confidence, encourage writing, and shift student focus from mechanical accuracy to the logical expression of ideas are described, including peer critiquing, positive feedback, and holistic scoring. (EJV)

PS

ED 264 032 PS 015 514
Goncu, Artin
Toward an Interactional Model of Developmental Changes in Social Pretend Play.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0021
Note—32p.; To be published as a chapter in Current Topics in Early Childhood Education, v7, 1987, Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor. Chapter presented at the Annual Meeting of the International Society for the Study of Behavioral Development (Tours, France, July 1985).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Children, *Cognitive Ability, *Emotional Experience, *Pretend Play, *Social Development
Identifiers—Developmental Patterns, *Negotiation Processes, Process Analysis, Process Skills, *Scripts (Knowledge Structures), Social Interaction

The primary aim of this discussion is to demonstrate that social pretend play is a process of negotiation involving children's attempts to reach minimal agreements in order to maintain the play activity. The second purpose is to show that the quality of negotiation changes in content and form as social pretense evolves and that this process is reflected in different phases of play. To these ends, the paper provides a theoretical framework for the discussion of shared and personal foundations of negotiations. Additionally, current research findings are reviewed in terms of developmental patterns in the negotiations that transpire during four phases of social play: (1) becoming a member of a play group; (2) making a transition into the pretend mode; (3) planning and maintaining social pretend play; and (4) terminating pretend play. Concluding remarks point out that, while a complete cycle of social pretend play includes these four phases, not every instance of social pretense involves all four, the phases may not occur sequentially, and play can be terminated before the cycle is completed. Depending upon the degree of shared representation of events and forms of communication, children's play may take different forms. It is likely that play becomes more scripted with age, although it retains its personal qualities. Future research needs to identify developmental changes in the evolution of play interaction. Extensive references are included. (RH)

ED 264 963 PS 015 558
Wadsworth, M. E. J.
Effects of Parenting Style and Preschool Experience on Children's Verbal Attainment: Results of a British Longitudinal Study.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—85
Contract—400-83-0021
Note—24p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume 7, 1987, Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Rearing, Early Experience, Educational Status Comparison, Foreign Countries, Longitudinal Studies, *Mothers, *Outcomes of Education, *Parent Influence, *Parent Role, Preschool Education, Reading Ability, Self Evaluation (Individuals), Sentences, Socioeconomic Influences, *Verbal Ability, Vocabulary Development, *Young Children
Identifiers—*United Kingdom

This study assesses the feasibility of predicting children's verbal attainment scores by examining mothers' education and parenting styles and children's experience of preschool. Data are derived from a group of 5,362 children born in England, Wales, and Scotland in March of 1946. The parenting styles have been studied from the time the parents' firstborn children were 4 years old. Tests administered when the children were 8 years old assessed the children's abilities in vocabulary, reading, and sentence completion. Study findings focused on five areas: (1) parents' educational and socioeconomic characteristics in relation to their children's preschool experience; (2) styles of parenting as associated with children's preschool attendance or nonattendance; (3) maternal assessments of self and child; (4) association of preschool experience and parenting characteristics, styles, and self-assessments with children's verbal attainment scores; and (5) verbal attainment of children who experienced relatively low levels of maternal stimulation. Although preschool experience was an independent and significant predictor of verbal attainment scores, its power was small when compared with mothers' education. In addition, preschool attendance had no significance in predicting the scores of children whose mothers were relatively understimulating. (DST)

ED 264 976 PS 015 584
Biemiller, Andrew And Others
Early Childhood Programs in Canada.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—85
Contract—400-83-0021
Note—50p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987. Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Differences, Day Care,

*Early Childhood Education, Educational Policy, Educational Research, *Educational Trends, Family Day Care, Financial Support, Foreign Countries, Kindergarten, Nursery Schools, *Outcomes of Education, Program Administration, *Program Descriptions, School Age Day Care, School Role, *Social Influences, *Young Children

Identifiers—*Canada

In order to describe early childhood care and education in Canada and to discuss some related political realities and issues, this overview paper is divided into four sections. The first section concerns the use and administration of early childhood programs, including some discussion of the cultural and linguistic realities confronted by Canadian early childhhod education and the variations in programs provided by the different provinces and territories. The second section describes current trends in care and educational programs, including the following: expansion of day care centers, licensed private home care, after school day care, and kindergarten for 4-year-olds; and exploration of the "family center" concept. Examined in the third section are two issues presently receiving attention in provincial and federal policy discussion and in research programs: How much and what kinds of day care should be provided? and, How much and what kinds of early childhood education should be provided? Finally, the fourth and fifth sections respectively provide a brief review of some Canadian research concerned with the study of social and cognitive development of young children and offer a discussion of future trends in early education in Canada. (DST)

ED 265 935 PS 015 585

Baskin, Linda

Teaching Early Childhood Educators and Other Adults How to Use Computers.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—85

Contract—400-83-0021

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Early Childhood Education, *Microcomputers, Student Attitudes, *Teacher Education, Teacher Role, *Teaching Methods

Identifiers—*Computer Uses in Education, *ERIC Digests

Guidelines for teaching early childhood teachers and other adults about computers and their use are offered. Discussion focuses on how attitudes of the adult learner can impede learning, how the trainer can encourage teachers and other school personnel to learn about computers, and the trainers' "invisible agenda" of educational goals that supplements the program of formal instruction. Trainers are advised to vary the pace and rhythm of instruction; avoid jargon while introducing basic concepts; encourage the development of useful computer habits by learners; recognize that, for adults beginning to learn about computers, memorization of routines is not as effective a strategy as understanding the program; provide explicit models for understanding concepts; and suggest strategies for continued learning. (RH)

ED 265 936 PS 015 586

Burton, Christine B.

Children's Peer Relationships.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0021

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childhood Needs, *Children, *Friendship, *Interpersonal Relationship, Intervention, *Peer Relationship

Identifiers—ERIC Digests

Children ought to have satisfying friendships because they otherwise may miss out on opportunities to learn important social skills, develop little faith in their abilities to achieve interpersonal goals, suffer painful feelings of isolation, and become vulnerable to influence by delinquent peers. Factors contributing to children's peer relationship problems include unacceptable social behavior, "differentness" from other children, family problems, and a reputation as a social outcast. Children with relationship problems can be helped through social skills training, interventions focused on related problems, provision of nonthreatening social experiences, and cooperative classroom projects. Adults are urged to give children evident opportunities to share peer-related concerns, show respect for children's unique social needs, and create social options for children without creating pressures. (RH)

ED 265 937 PS 015 587

Klein, Amelia J.

Children's Humor: A Cognitive-Developmental Perspective.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—85

Contract—400-83-0021

Note—45p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987. Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Cognitive Processes, *Comprehension, Concept Formation, *Developmental Stages, Early Childhood Education, *Humor, Personality Traits, Play, *Young Children

Identifiers—Incongruence (Psychology)

Highlighting pertinent research in the area of young children's development of humor, this paper reviews four areas from a cognitive-developmental perspective: (1) humor as a cognitive process, (2) humor and the developmental process, (3) research on young children's humor, and (4) humor and early childhood education. First, the structural properties of incongruity and resolution are discussed in terms of the forms that humor can take as a cognitive process. The stages involved in humor processing are examined in relation to the structure of humor and the cognitive status of the recipient. Secondly, humor is viewed as a developmental process which reflects underlying cognitive changes. General cognitive prerequisites for incongruity humor are defined and the stage at which young children first are capable of understanding comic incongruity is identified. Thirdly, research is reviewed and findings summarized in the areas of laughter-provoking situations, cognitive mastery, moderately novel humor stimuli, and structural aspects of humor. Lastly, the role of humor in four areas of early childhood education are explained: humor as a motivating factor; the value of humor in spontaneous play activities; the role of humor in the learning process; and the types of humor most appropriate for young children. Examples of children's jokes, riddles, etc. are used to illustrate important concepts throughout the paper. An 11-page reference list is appended. (DST)

ED 265 938 PS 015 589

Maehr, Martin L. Archer, Jennifer

Motivation and School Achievement.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—85

Contract—400-83-0021

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Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Behavior Patterns, Children, Educational Environment, Elementary Secondary Education, *Motivation, *Performance Factors, Personality Traits, *School Effectiveness, School Role, Teacher Role

Addressing the question, "What can be done to promote school achievement?", this paper summarizes the literature on motivation relating to classroom achievement and school effectiveness. Particular attention is given to how values, ideology, and various cultural patterns impinge on classroom performance and serve to enhance motivation to achieve. In defining motivation and achievement, five identifiable behavior patterns are outlined along with an explanation of personal investment as a unifying concept for those patterns. Also, a description of the motivational cycle is provided and the rewards for personal investment in the educational process are briefly discussed. Next, the determinants of motivation and personal investment are examined in terms of the following factors: motivation as a personal trait; motivation and thoughts about the self; motivation and achievement goals; value attached to the task; and situational influences on motivation. Finally, a theory of personal investment stressing the role of cognitive mediators in determining motivation is developed. References and figures are appended. (DST)

ED 265 948 PS 015 604

Katz, Lilian G.

The Nature of Professions: Where Is Early Childhood Education?

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 85

Contract—400-83-0021

Note—38p.; Based on a paper presented at the Early Childhood Organisation Conference (Bristol, England, United Kingdom, September 20, 1985). To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987, Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Altruism, *Child Caregivers, *Early Childhood Education, *Educational Practices, *Educational Principles, Educational Theories, *Preschool Teachers, Professional Autonomy, Professional Development, Professional Education, *Professional Recognition, Specialization, Standards, Teacher Education

Identifiers—Professional Ethics, *Professionalism

Based on the current drive toward professionalism in early childhood education and the low status and prestige afforded teachers in this field, this paper applies some of the main concepts of professionalism to the current state of the art of early childhood education. Two uses of the term "professional" are delineated: the "folk" concept and the scientific concept. The first use is explained in terms of an honorific designation, and early childhood practitioners are not seen in the public mind to have achieved the goals implicit in this concept. In the scientific conceptions of the term "profession," eight criteria must be met: social necessity, altruism, autonomy, code of ethics, distance from client, standards of practice, prolonged training, and specialized knowledge. The current status of different aspects of early childhood education is then assessed in relation to meeting these individual criteria. In a closing section, the work of several contemporary developmental researchers is cited as rich in implications for principles of education in the early years. Finally, the difficulty that the field of early childhood education experiences in producing reliable and persuasive empirical evidence for the activities of its practitioners is discussed. (DST)

ED 265 974 PS 015 643

Silin, Jonathan G.

The Early Childhood Educator's Knowledge Base: A Reconsideration.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0021

Note—29p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987, Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, *Early Childhood Education, *Educational History, *Educational Theories, Politics of Education, *Psychological Studies, Research Needs, Teacher Attitudes, Teacher Education

Identifiers—Critical Analysis, *Critical Theory, Phenomenological Research, Piagetian Theory, *Psychological Influences

Questions of how and why early childhood education has come to rely on a psychological perspective are examined and problematic aspects of the discourse of early childhood education are explored. An overview of the history of early education discusses the replacement of idealistic by pragmatic perspectives, the influence of Darwin's use of the scientific method on educators' thought, the emergence of the field of child development, the role of normative studies of children, and the current reliance of early childhood educators on psychological rationales for program design. Subsequent discussion of educational interests and psychological theory initially differentiates the two domains and explores the limitations of the psychological perspective for the educator through a brief analysis of Piaget's work that focuses on decontextualized knowledge, reason and value in psychology, and the metaphoric view of stage theories of development. Concluding discussion deals with perennial problems, such as the nature of appropriate knowledge for the young and the basis for the early childhood educator's professional expertise; future directions are advocated for early educators that would involve a qualitative shift in how and where knowledge is sought and in how they think about themselves, their work, and the children they teach. (RH)

ED 267 899 PS 015 684
Steiner, Karen
Grade Retention and Promotion.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400-83-0021
Pub Date—86
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criteria, *Educational Practices, Elementary Secondary Education, *Grade Repetition, Guidelines, *Policy Formation, *School Policy, *Student Promotion
Identifiers—*ERIC Digests

This Digest reviews the historical background on grade retention and promotion and examines research, criteria, and policies concerning these options. The historical overview points out changes in attitudes toward mastery-based promotion and social promotion practices in the schools. Valid and invalid approaches to research on grade retention are pointed out and efforts to develop models of criteria pertinent to retention decisions are reported. Schools having different promotion policies are briefly mentioned and, in conclusion, guidelines for developing a promotion policy are offered. (RH)

ED 267 914 PS 015 714
Spencer, Mima
Choosing Software for Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0021
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, Drills (Practice), Early Childhood Education, Elementary Education, Guidelines, *Media Selection, Preschool Education, Simulation, Tutorial Programs
Identifiers—Computer Games, ERIC Digests, *Quality Indicators

This Digest points out characteristics of quality computer software for children, describes different kinds of software, and suggests ways to get software for preview. The need to consider the purpose for which the software is to be used and the degree to which the software meets its stated goals is noted. Desirable software characteristics and program features are suggested in a list of questions to ask when considering software purchases. Highly structured programs, such as computer games, drill and practice programs, and tutorials are described. Also discussed are programs which offer children opportunities for creative responses, such as simulations and LOGO. Concluding remarks offer specific directions for locating software for preview and stress the importance of taking the child's point of view in assessing software and in designing software for children. (RH)

ED 269 137 PS 015 756
Becher, Rhoda
Parents and Schools.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400-83-0021
Pub Date—86
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Guidelines, *Parent Participation, *Parent School Relationship, *Program Content, *Program Implementation, Teacher Attitudes
Identifiers—ERIC Digests

This ERIC Digest asserts that parent involvement is critical in facilitating children's development and achievement and in preventing and remedying educational and developmental problems. Topics briefly discussed are benefits to children and to parents of parent involvement, effective approaches to parent involvement, problems in involving parents, characteristics of successful parent involvement programs, and related cautions and concerns. Principles for implementing successful programs and sources of additional information are listed. (RH)

ED 269 157 PS 015 814
Sleator, Esther K.
Infectious Diseases in Day Care.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0021
Note—122p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Cat. No. 199, $8.95).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Communicable Diseases, *Day Care, *Disease Control, Disease Incidence, Early Childhood Education, Guidelines, Immunization Programs
Identifiers—Acquired Immune Deficiency Syndrome, Childhood Illnesses, Gastrointestinal Diseases, Respiratory Diseases, Skin Infections

Discussed in this publication are infectious illnesses for which children attending day care appear to be at special risk. Also covered are the common cold, some infectious disease problems receiving media attention, and some other annoying but not serious diseases, such as head lice, pinworms, and contagious skin conditions. Causes, characteristics, symptoms, treatment, prophylaxis, and/or seriousness of diseases, as well as public attitudes toward them, are discussed. Focusing on respiratory diseases, chapter I describes acute upper respiratory illnesses (common cold), streptococcus sore throat, otitis media with effusion (OME), Hemophilus influenzae Type B disease (HiB), meningococcal meningitis, and tuberculosis. Chapter II concerns gastrointestinal infectious diseases, including hepatitis A, shigellosis, giardiasis, and rotavirus infection. Infections of the skin are described in chapter III. These include impetigo, fungus infections, ringworm of the scalp and body, scabies, and cold sores (herpes labialis). Other illnesses of special significance in day care are described in chapter IV: cytomegalovirus (CMV) infection, chicken pox, head lice, pinworms, and Acquired Immune Deficiency Syndrome (AIDS). Chapter V discusses immunization for diptheria/whooping cough/tetanus, the safety of immunization, and vaccination for measles (rubeola) and German measles (rubella). Chapter VI suggests guidelines for dealing with communicable diseases. (RH)

ED 270 222 PS 015 856
Zimiles, Herbert
Rethinking the Role of Research: New Issues and Lingering Doubts in an Era of Expanding Preschool Education.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0023
Note—35p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Early Childhood Education, *Educational Development, *Educational Quality, Family Characteristics, Individual Characteristics, *Outcomes of Education, Preschool Children, *Preschool Education, *Program Evaluation, *Research Methodology

Changing ideas about the role of early education increasingly point toward universal preschool education for all children. Early education has come to serve many purposes but, as it expands, there is danger that the particular needs of young children will be overlooked by both professionals and parents. This essay underlines the vulnerability of young children and calls attention to the lifelong consequences of preschool experiences. Examining issues concerning the long term effects of preschool experiences, the discussion suggests that the value of early education will vary as a function of a matrix of factors including program quality, the vulnerability of individual children, and family needs. Additionally, the achievements and limitations of evaluation research are described within the context of possible deleterious effects of preschool education. Emphasis is given to the importance of developing ideographic methods of study to achieve more valid assessments of children's response to early education. It is suggested that more time be devoted to understanding the effects of substitute child care on parental attitudes and behavior and to delineating and documenting the damaging consequences of poorly run early childhood programs. (RH)

RC

ED 260 853 RC 015 375
Rendon, Laura I.
Preparing Mexican Americans for Mathematics- and Science-Based Fields: A Guide for Developing School and College Intervention Models.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400830023
Note—109p.
Available from—ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($6.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Aptitude, *College School Cooperation, Information Sources, Institutional Characteristics, Intervention, *Mathematics Education, *Mexican American Education, Mexican Americans, Models, Parent Participation, Postsecondary Education, Program Descriptions, *Program Design, *Science Education, Secondary Education, Student Characteristics
Identifiers—*Early Intervention Programs

Recognizing the underrepresentation and poor academic performance of Mexican American students in mathematics- and science-based fields, the guide (1) reviews student- and institution-related factors contributing to mathematics and science declines, (2), describes selective secondary and college mathematics and science model programs, (3) identifies and describes organizational components of mathematics and science models, and (4) identifies key elements which contribute to successful models. Poverty, poor high school achievement, lack of encouragement, and poor math and science facilities and materials are identified as barriers to Mexican American participation. The models described are available for replication and target precollege students (11 models), community college students (1 model), and four-year college students (2 models). Key elements and organizational components of successful mathematics and science program models discussed include school/college mission, math/science departmental policies and objectives, organizational design, program staffing, type and level of students targeted, curriculum focus, program funding, program evaluation, and student outcomes. The guide includes how-to-do-it suggestions for planning, organizing, and staffing mathematics models. Practical recommendations suggest ways teachers, counselors, administrators, and parents can facilitate the implementation of mathematics and science models and encourage Mexican American students to develop interest in these fields. (NEC)

ED 260 869 RC 015 412
Tippeconnic, John W., III
Public School Administration on Indian Reservations.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Responsibility, Administrator Role, *American Indian Education, *American Indian Reservations, Elementary Secondary Education, Enrollment, *Information Sources, *Public Schools, Rural Areas, Urban Areas
Identifiers—ERIC Digests

In addition to presenting a brief picture of the public school administrator on an Indian reservation, this digest identifies some issues and problems, suggests ways for administrators to deal with those problems, and provides possible resources which can be of assistance. After citing public school enrollment at 176,000 Indian students attending 800 public schools on or near reservations, special challenges faced by the administrator are described. Some challenges include the additional responsibilities of working on or near reservations, isolation of some communities, staffing problems due to isolation, community interaction and communication, integration of language and cultural education into the regular curriculum, understanding the impact of federal policy, and understanding tribal policy. Educational standards, funding, public relations, staffing, and student attendance are identified as major issues. Recomendations emphasize analyzing these issues from educational, economic, political, and cultural perspectives. Special resources available are cited including the Bureau of Indian Affairs, the Department of Education, national organizations, journals, the ERIC Clearinghouse on Rural Education and Small Schools, and the Bilingual Clearinghouse. (PM)

ED 260 870 RC 015 413
Rodriquez, Irene V.
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Hispanic Americans, *Incentives, *Mathematics Teachers, Motivation Techniques, *Science Teachers, Teacher Education, *Teacher Recruitment
Identifiers—ERIC Digests

This digest reviews a variety of strategies that might be employed by school districts, teacher education institutions, and state educational agencies to attract, train, and retrain Hispanic teachers in math and science. The need for long-term solutions is discussed. Five action-oriented steps to attract Hispanic high school graduates into the teaching profession include identifying talented Hispanic high school students, developing their interest in teaching, locating and engaging "master" teachers, arranging significant student-teacher contact, and providing incentives for students to participate in special programs. Adaptations of recommendations by Franz, Aldridge, and Clark are also listed. Short-term solutions are listed, e.g., providing readily available opportunities for recertification, offering improved working conditions, offering teachers financial assistance during additional years of college preparation, providing summer jobs in industry, recruiting part-time instructors from other segments of society, and borrowing skilled professionals from industry. Options for financing programs for youths in teacher education programs and for Hispanic teachers currently employed or underemployed are presented. (PM)

ED 260 871 RC 015 414
Gardener, Clark Quezada-Aragon, Manuela L.
Undocumented Children: An Ongoing Issue for the Public Education System.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Educational Finance, Educational Legislation, *Educational Policy, Elementary Secondary Education, Enrollment, Program Costs, Program Development, *Public Education, School Districts, State Legislation, Student Characteristics, *Undocumented Immigrants
Identifiers—ERIC Digests, *Undocumented Students

The issue of providing public education for undocumented students (children of foreign-born persons who reside and/or work in the United States without proper permission from immigration authorities) is receiving current attention for two major reasons: (1) fear that the financial burden on local taxpayers will increase in areas with increasing concentrations of undocumented students; and (2) Supreme Court declaration that Section 21.031 of Title I of the Texas Education Code, which denies reimbursement of funds to local school districts for educating undocumented children, is unconstitutional. While Texas estimates $85 million a year is spent to educate undocumented students and Los Angeles estimates annual expenditures of $415 million, the question of the actual cost of educating undocumented students continues because most states lack actual enrollment figures. The cost of developing and implementing programs for undocumented children depends upon district characteristics (numbers of students, taxable property per pupil, teacher linguistic characteristics, presence of programs for limited-English-speaking students, pupil-teacher ratios, historical enrollment patterns, status of physical facilities, and proximity to migration streams used by undocumented persons) and student characteristics (numbers, age dispersion, geographic dispersion, English fluency, prior educational experiences, length of presence in this country, and socioeconomic status). (NEC)

ED 260 872 RC 015 417
Binder, Eugene
Alternative Funding Sources for Migrant Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Resources, *Educational Finance, Elementary Secondary Education, Federal Aid, Financial Needs, *Financial Support, *Fund Raising, *Migrant Education, Migrant Programs, *Private Financial Support, Resource Allocation, State Aid
Identifiers—*Elementary Secondary Education Act Title I, ERIC Digests

Despite 1983 Elementary and Secondary Education ACT (ESEA) Title I federal funding of over $255 million for more than 3,000 projects for some 600,000 migrant children and youth, there is still need for alternate funding sources to overcome spiraling inflation and increasing program costs and numbers of eligible children. Other federal, state, local, and private sector agencies that have traditionally served the poor, disadvantaged, and other special-need populations could also serve migrant students. Potential sources include the amended Chapter I and Chapter II of TItle I ESEA; Title VII ESEA bilingual funds; 27 federal agencies listed in the Federal Catalog of Domestic Programs as having funding priorities for migrants; states' Title I set-aside monies; state agencies for employment, training, health and human services, and agriculture; and local service agencies funded by economic development block grant monies or United Way dollars. Tapping private sector resources requires appropriate long range, coordinated planning and sustained effort including the following six steps; identifying alternative funding sources using tools like the Foundation Directory; researching sources to identify common interests; determining how to approach the source; cultivating new sources; acknowledging sources for past services on similar populations; and thanking sources for donated time and effort. (NEC)

ED 260 873 RC 015 420
Lee, Connie L.
Outdoor Education Activities for Elementary School Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, Discovery Learning, Educational Philosophy, Elementary Education, *Elementary School Curriculum, Environmental Education, Experiential Learning, Health Education, *Interdisciplinary Approach, Language Arts, *Learning Activities, Mathematics, Music Activities, *Outdoor Activities, *Outdoor Education, Science Activities, Social Studies
Identifiers—ERIC Digests

Outdoor education is an informal method of teaching and learning which offers opportunities for elementary school students, regardless of intellectual abilities, to learn about and appreciate their environment and acquire skills with which to enjoy a lifetime of creative, productive, and healthful living. Outdoor education can enrich, vitalize, and complement all content areas of school curriculum by means of first-hand observation and direct experience out-of-doors. School grounds, regardless of locale, can afford learning opportunities. This publication discusses the need for and focus of outdoor education, outlines six school ground activities adaptable to any elementary grade level, and provides specific language arts, social studies, science, health, mathematics, art, and music projects for each outdoor activity. The outdoor activities include: marking shadows at different time intervals; collecting insects and other animals; observing the flagpole; observing a partly cloudy sky; and observing birds near feeders or shrubs. Interdisciplinary activities suggested from a visit to the school parking lot include composing words from license plate letters, determining distances to capital cities of states represented by cars in the parking lot, suggesting parking lot safety rules, computing parking lot size, designing a car using basic shapes and colors, and composing a song or rhythmic reading. (NEC)

ED 260 874 RC 015 424
Helge, Doris
Planning Staff Development Programs for Rural Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — In-

formation Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Educational Technology, Elementary Secondary Education, Faculty Development, *Information Sources, Inservice Education, Needs Assessment, Program Content, *Program Design, *Rural Education, *Staff Development, Teacher Educator Education, *Teacher Improvement

Identifiers—ERIC Digests

An effective staff development program for rural teachers will have identified the needs to be met, will incorporate good management principles, and will make use of a variety of resources–the community itself, nonprofessional staff, business and industry, and shared teaching efforts. Distinctive staff development needs of rural teachers may include obtaining specialized teaching resources; mastering use of "high-tech" innovations; integrating rural-focused content into curricula; securing funding and equipment; involving the community; relating with parents, peer professionals, and community members; and providing for special need students. Good staff development programs should incorporate a broad definition of staff development, ensure that relevant personnel at all levels are trained, develop partnerships to secure additional resources, and use low cost or free staff development tools. Effective rural staff development practices are use of system-wide models, use of specific technological approaches to meet special needs, and focus on individual teacher needs. A variety of rural staff development resources including journals, reports, reviews, and inservice modules are available through the ERIC Clearinghouse on Rural Education and Small Schools, Rural Education Association, American Council on Rural Special Education, and National Rural Development Institute. Addressess and publications/services of these agencies are provided. (NEC)

ED 260 883 RC 015 443

Little, Mickey Peterson, Lin

Planning a Class Camping Trip. ERIC Digest: Outdoor Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85

Contract—400-83-0023

Note—14p.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, *Camping, *Class Activities, Elementary Secondary Education, Followup Studies, Guidelines, Learning Activities, Outdoor Activities, *Outdoor Education, *Planning, *Resource Materials, *Teacher Role

Identifiers—ERIC Digests

A well-planned class camping trip is a learning adventure which develops personal values, generates lifelong learning skills, encourages group cooperation, and enhances knowledge of and appreciation for natural environments. This digest is a guide to help teachers offer this unique learning opportunity to their students. Separate sections present prerequisites for the trip (group goals/objectives); basic considerations (group age, skills, available time, travel modes/distances, weather); activities to provide specific learning expectations; assessment of sites and facilities; and options for grouping adults/students to maintain a 1 to 8-12 ratio. Another section details required advance planning activities: determining goals, preparing activity schedules, reviewing camping skills, training adult leaders, scheduling transportation, reserving camp sites, determining costs, collecting payments, preparing for weather and emergency situations, making a kaper chart to distribute camp chores, choosing menus, securing food supplies, procuring camping equipment, reviewing safety procedures, making emergency plans, defining/discussing group rules and regulations, and determining school policies and procedures. A section suggests follow-up activities: continuing classroom learning experiences, cleaning and returning equipment, writing thank-you notes, and preparing written student and adult evaluation reports. A final section lists resources for finding information on camping skills, trip planning, adventure activities, recreation programs, touring, program administration, etc. (NEC)

ED 260 884 RC 015 444

Swift, Doug

Facilitating Certification and Professional Development for Small Schools. ERIC Digest: Small Schools.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—400-83-0023

Note—6p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Change Strategies, Elementary Secondary Education, Financial Support, Higher Education, *Rural Schools, *Small Schools, *Staff Development, State Departments of Education, *Teacher Certification, *Teacher Education Programs, Teacher Recruitment, Teacher Role

Identifiers—ERIC Digests

Addressing the problems of recruiting and retaining qualified teachers for small and rural schools, this digest outlines improvements that could be made by teacher education programs, state education agencies, school superintendents, and teachers themselves. Suggested guidelines for teacher education programs stress nontraditional approaches that would allow teachers to obtain the multiple teaching endorsements usually needed in small school districts. Suggested delivery systems include the use of telecommunications, weekend courses, correspondence courses, intensive on-campus courses, and rural centers for preservice and inservice teachers. Change strategies proposed for state agencies focus on certification requirements and funding strategies. At the school district level, suggestions include conducting needs assessments among rural small schools and using shared services to provide staff development activities. Teachers are urged to prepare themselves as generalists rather than subject-matter specialists and to recognize the demands of teaching and living in small communities. A list of 10 references is included. (JHZ)

ED 261 811 RC 015 421

Lappin, Edward

Outdoor Education for Behavior Disordered Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, *Behavior Disorders, Camping, Elementary Secondary Education, Field Trips, *Outdoor Activities, *Outdoor Education, Program Effectiveness, *Rehabilitation, *Resource Materials, Special Education, *Therapeutic Recreation

Identifiers—ERIC Digests

Outdoor education programs ranging from simple, near-school activities to lengthy wilderness camping experiences can benefit behavior disorderd students. Studies of outdoor education programs for these students have shown positive effects including improvements in self-concept, social adjustment, academic achievement, and group cohesion. Many types of programs now exist that use the out-of-doors in treating behavior disordered students. They include long-term residential camps, summer programs, day camps, and public school classes that integrate outdoor education into the curriculum areas or combine academic and high adventure programs. With skilled instruction, behavior disordered students can be successful at any number of challenging outdoor activities, e.g., rock climbing, backpacking, canoeing, orienteering, or cycling. Field trips that emphasize nature study or environmental education can also be effective outdoor learning experiences for behavior disordered students. The digest includes nine references and seven sources for further information (curriculum guides, program descriptions, etc.). (JHZ)

ED 261 817 RC 015 450

Vaughn, D. Lanette

Small School Principals and Effective School-Community Relations. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Contract—400-83-0023

Note—10p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Citizen Participation, *Community Involvement, Community Role, Elementary Secondary Education, *Principals, Rural Education, Rural Population, *Rural Schools, School Activities, *School Community Relationship, School Role, *Small Schools

Identifiers—ERIC Digests

In rural areas the responsibility for good school-community relations rests with the principal, who must develop a strategy for community relations, understand the people of the community and their values, and know their formal and informal leaders. School principals can use various strategies to increase community involvement. They can simply extend an invitation to visit the school, allow the school building to be used for community activities, actively recruit community volunteers, and publish a school newsletter. One study showed positive school-community relations in schools that allowed citizens to use the library, advertised events in the news media, or had a cafeteria or gym open to community members. Because small and rural schools are often closely identifed with the community, community cooperation is usually easy to secure and community members may be eager, or at least willing, to assist. They can serve on staff development planning committees, identify community resources, teach minicourses on local history, serve on advisory boards for various programs, and help to recruit teachers who fit the community. A key to good school-community relations may be community-minded administrators and teachers who participate in civic activities outside the school and feel comfortable in the community. (JHZ)

ED 261 818 RC 015 451

Gardener, Clark

Energy Conservation in Small Schools. Small Schools Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Community Involvement, *Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, Guidelines, *Policy Formation, *Rural Schools, *Small Schools

Identifiers—Energy Audits, Energy Data Base, *Energy Policy, ERIC Digests

Information concerning methods and available materials for conserving energy is needed by small, rural schools to offset continued increasing energy costs and lack of financial support and technical assistance. The first step in developing an energy conservation policy is to obtain school board commitment and to establish an energy saving policy. Next, an energy coordinator should be appointed and commitment and involvement of school and community members enlisted. An energy audit focusing on human, structural, lighting, mechanical, and special systems should occur and generate data on annual energy costs, climate conditions, and building strengths and weaknesses. Based on the audit, achievable goals should be set. Inexpensive energy conservation practices can include lowering thermostats and water temperatures; removing decorative/unnecessary lights, caulking and/or weatherstripping windows/doors; limiting/consolidating evening activities including custodial work. Conservation methods requiring small capital outlays include installing smaller, well insulated windows, adding vestibules at outside doors; switching to fluorescent, sodium or mercury lamps; planting shade trees; installing heat recovery equipment and attic fans; repairing leaking faucets; repainting/resurfacing roofs to increase reflectiveness; developing vacation shutdown procedures. Energy saving school rescheduling programs, including the successful 4-day week, can be implemented. References and sources of additional information and available materials are provided. (NEC)

ED 261 819 **RC 015 452**
Muse, Ivan
Excellence in Rural Education: "A Nation at Risk" Revisited. Rural Education Mini Review, 1984.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0023
Note—18p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational Improvement, Educational Needs, Educational Policy, Educational Quality, *Educational Strategies, Elementary Secondary Education, Problems, *Rural Education, Rural Schools, Rural Urban Differences, *Teacher Attitudes, Teacher Education
Identifiers—ERIC Mini Reviews, *National Commission on Excellence in Education, *Nation at Risk (A)

The National Commission on Excellence in Education has challenged educators across the nation to drastically change the course of education during the 1980s. While rural educators share the desire to provide excellence in education, the Commission and the United States Department of Education must recognize the unique characteristics of rural schools and provide appropriately different strategies to enable rural schools to meet the new goals. Rural educators urge national policy makers to recognize diverse rural subcultures, support innovative teacher training programs, develop career ladder and merit pay systems designed to retain quality rural personnel, support more comprehensive inservice training programs, support intermediate educational units, and provide adequate rural special education services support. Problems for rural schools include insufficient funding and inadequate specialists to provide higher level basics, foreign languages, and advanced placement classes recommended as graduation requirements by the Commission. To strengthen programs, rural schools should consider senior student schedules, non-academic programs, classroom time on task, traveling teachers, and community participation. To support rural school reform, policymakers should address recruitment, support, and retention of rural teachers by providing flexible certification requirements, career ladder and merit pay programs, and adequate university teacher training programs. (NEC)

ED 264 059 **RC 015 536**
Payne, Milton R.
Using the Outdoors to Teach Science: A Resource Guide for Elementary and Middle School Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—NIE-400-83-0023
Note—54p.; For related document, see RC 015 540.
Available from—ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($5.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Concept Teaching, *Curriculum Enrichment, Elementary Education, *Elementary School Science, *Experiential Learning, Fundamental Concepts, Lesson Plans, *Outdoor Activities, *Outdoor Education, *Science Activities, Scientific Attitudes, Scientific Concepts

The first in a series of booklets on using outdoor education methodologies to enhance the academic curriculum, this guide is written to help teachers of grades K-8 develop activities to enrich science instruction. The introductory sections define outdoor education and provide a rationale for outdoor science teaching stressing the opportunities it provides for creativity, inquiry, and problem solving. The bulk of the guide consists of detailed plans for outdoor sites. Each activity is adaptable for use in several grades and follows a basic lesson plan format stating purpose, concepts, objectives for learners, materials, and procedures. The first set of three activities illustrates ways to introduce students to the school grounds as an outdoor laboratory. Topics are soil, leaves, and litter. The remaining six activities cover concepts of observation, classification, logical thinking and inference, interdependence, and community. Activity titles include: "Observing: The Basis of Science," "A School Yard Alphabet Hike," "The Mystery Sack," "Similarities and Differences," "The Web of Life," and "The 113 Unit Homestead." An appendix lists 17 organizations providing information about outdoor education. (JHZ)

ED 264 063 **RC 015 540**
Payne, Milton R.
Using the Outdoors to Enrich the Teaching of Mathematics.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Note—71p.; For related document, see RC 015 536.
Available from—ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($5.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Enrichment, Elementary Education, *Elementary School Mathematics, *Experiential Learning, *Learning Activities, Lesson Plans, *Mathematical Enrichment, Mathematics Instruction, Mathematics Skills, Outdoor Activities, *Outdoor Education

Written for teachers in elementary and middle schools and for personnel at outdoor education centers, this publication is the second in an ERIC/CRESS series on utilizing outdoor education methodologies to enhance the academic curriculum. The resource guide suggests ways of getting students interested in arithmetic and mathematics and how to make teaching math fun. Fifteen outdoor activities are keyed to the basic mathematics skills which the National Council of Teachers of Mathematics (NCTM) advocates each student acquire before completing high school. The skills include problem solving; applying mathematics in everyday situations; alertness to reasonableness of results; estimation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy. Each lesson is presented as an "idea" and contains descriptions of the NCTM skill, purpose, materials required, specific activity, and procedures. The lesson titles are: "Outdoor Shapes," "Hull Gull," "Arithmetic Treasure Hunt," "Cricket Thermometers," "Popcorn Scramble," "Seesaw Equations," "Practice with Dimensions of Circular Objects," "Outdoor Sets," "Ant and People Race," "Can You Locate the Center of an Acre?" "How Many Deer and Moose," "How Tall Is That Tree?" "Lumberjack Lesson," "Hunting Buried Treasure," and "Building and Using a Measuring Wheel." (NEC)

ED 265 988 **RC 015 607**
Barker, Bruce O.
The Advantages of Small Schools. ERIC Digests.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 86
Contract—NIE-400-83-0023
Note—12p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Class Size, *Educational Change, Educational Principles, Educational Quality, Educational Research, Elementary Secondary Education, Rural Schools, *School Size, *Small Schools
Identifiers—*Effective Schools Research, ERIC Digests

Small schools (with enrollments of 300 or less) are being rediscovered as models for effective schools. Currently 26.9% of America's school systems enroll over 500,000 students in more than 26,000 small schools staffed by 50,000 teachers. Small schools have pioneered many educational "innovations": non-graded classrooms, individualized instruction, cross-age groupings, peer tutoring, and emphasis on the basics. Current efforts to reduce student/teacher ratios, use the community as a resource, and "mainstream" mildly handicapped pupils also have their roots in the small schools of the past. Small schools offer benefits in areas of personal relationships, student morale, teacher-student interaction, administration, and curriculum and instruction. Although research on optimum school size is mixed, research suggests that class size is related to pupil achievement, smaller classes are more conducive to improved pupil performance, smaller classes provide more opportunities to meet individual needs, pupils in small classes have more interest in learning, and teacher morale is higher in smaller classes. Strengths inherent in small schools that support characteristics/practices associated with findings from "effective schools' research" include orderly, serious, safe, attractive school climate, clear school mission; strong administrative leaders who emphasize instruction; high expectations for student achievement; presence of student, staff, and school evaluation systems; supportive home/school relations. (NEC)

ED 266 908 **RC 015 632**
Phillips, Richard And Others
The Mid-Missouri Small School Computer Consortium: Training Teachers on Their Own Turf.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—98p.
Available from—ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($6.50).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Characteristics, *Computer Literacy, *Consortia, Educational Technology, Elementary Secondary Education, Financial Support, *Inservice Teacher Education, *Itinerant Teachers, Microcomputers, Organizational Theories, Program Development, Program Effectiveness, *Rural Education, Rural Schools, School Demography, Shared Services, *Small Schools
Identifiers—*Mid Missouri Small School Computer Consortium MO, Missouri

Directed primarily toward small school administrators and school boards, this publication describes a consortium of five rural school districts in central Missouri and how they used a traveling teacher to facilitate incorporation of microcomputer capabilities into the school systems' operation and curriculum. The paper describes the use of the consortium to provide teacher inservice training in each district and discusses curriculum applications of microcomputers. Topics include development of the training program, delivery system, methods of instruction, evaluation of the inservice program, and explanation of the post inservice use of computers in the consortium schools. A discussion of the suggested principles of consortium operation covers the need for a clear advantage to cooperation, optimal number of members, geographic proximity and size of member schools, leadership, organization, finances, and the use of outside resources. Background material includes a description of the roles to be played by small school consortia, a review of literature concerning the use of computer technology in rural schools, and a history of the Mid-Missouri Small School Consortium (MMSSC) with attention to features that made for successful sharing of services. Appendices contain tables showing participant ratings of inservice training topics, characteristics of schools and communities forming the MMSSC and a short list of references. (JHZ)

ED 267 941 **RC 015 661**
Ford, Phyllis
Outdoor Education: Definition and Philosophy.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—15p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adventure Education, Camping, Conservation Education, *Definitions, *Educational Philosophy, Environmental Education, Experiential Learning, *Outdoor Activities, *Outdoor Education, *Program Content, *Recreational Activities, Recreational Programs

Because outdoor education programs occur in every geographic location, are sponsored by all levels of educational institutions, state and local government agencies, and private entrepreneurs, and have no nationally standardized curriculum or measures of competency or knowledge, outdoor education may best be defines as "education in, about, and for the out-of-doors." This simple, yet comprehensive, definition delineates where the learning takes place (in any outdoor setting), the topic to be taught (the outdoors and any cultural aspects related to the environment), and the purpose of the activity (developing knowledge, skills, and attitudes about the world). While differing in meaning, terms used instead of outdoor education include enviromental education, conservation education, resident outdoor school, outdoor recreation, outdoor pursuits, adventure education, experiential education, and environmental interpretation. When analyzed, the philosophy of outdoor education comes down to four premises: commitment to human responsibility for stewardship of the land; belief in the importance of the interrelationship of all facets of the ecosystem; knowledge of the natural environment as a medium for leisure; and acknowledgment that outdoor education is a continual educational experience. Examples of outdoor education activities and sources of information on definitions, values, philosophies, and history of outdoor education are provided. (NEC)

ED 269 192 RC 015 695
Knapp, Clifford C. And Others
Using the Outdoors to Teach Social Studies: Grades 3-10.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—101p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP (Dept. RIE), New Mexico State University, Las Cruces, NM 88003-0042 ($5.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Surveys, Conservation Education, Elementary Secondary Education, Energy Education, *Environmental Education, Experiential Learning, Field Trips, Geography, History, Learning Activities, *Lesson Plans, Map Skills, *Outdoor Activities, *Outdoor Education, Political Science, *Program Descriptions, *Social Studies, Teaching Methods

Third in a series on utilizing outdoor education methodologies to enhance the academic curriculum, the guide contains lesson plans and case studies for teaching grades 3-10 social studies. The lessons are designed to further student awareness of personal and social responsibility toward the environment through the use of outdoor experiences which may help students to understand abstract concepts and provide them with a sense of community, contrasting experiences, and opportunities to gain self-responsibility. The guide offers specific suggestions for planning, organizing, and conducting field experiences grouped by objectives, mechanics, site selection, direct involvement, followup/evaluation, problems, and tips for conducting lessons outdoors. Eighteen sample lesson plans present topics such as people watching, value survey, map skills, exploring old farms, restoring native vegetation, seeing a city block, and energy costs. Each lesson plan states the problem, lists objectives, provides an introduction to the topic, describes procedure/activities, and lists evaluation questions. Four case studies illustrate using outdoor experiences to teach pioneer heritage, energy conservation, archaeological research, and local environmental problem-solving. Addresses for further information are given for each case study. Books, curriculum guides, periodicals, and organization names and addresses are given in a 69-item bibliography. (LFL)

ED 270 242 RC 015 721
Johnson, Frederic C. And Others
Migrant Students at the Secondary Level: Issues and Opportunities for Change.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—117p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Department 18, Las Cruces, NM 88003 ($7.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Access to Education, Change Strategies, Dropout Rate, Educational Change, Educational Needs, *Migrant Adult Education, *Migrant Programs, *Migrant Youth, Nontraditional Education, Outreach Programs, Program Descriptions, *Program Improvement, Remedial Programs, Secondary Education, *Secondary School Students, *Student Needs, Student School Relationship, Transfer Programs

This report reviews needs of high school age migrant youth, provides an overview of existing programs/strategies that address these needs, and offers recommendations for improvement of secondary programs for migrants. The report discusses affective, cognitive, program, counseling, and community needs and illustrates needs of four hypothetical migrant students. Descriptions of existing programs serving students directly include counseling, credit accrual, tutoring, extended programs, special summer programs, work experience programs, and postsecondary programs. Descriptions of services to school systems include policies responsive to migrant student needs, innovative teaching ideas, staff development, role models, and parent involvement programs. Descriptions of system changes at regional/state and interstate/national levels include funding allocations, service models, model programs, advocacy, technical assistance, and information dissemination. Recommendations for program improvement include establishment of counseling plans, use of needs assessments, career experience programs, improved migrant staff effectiveness, parent education, improved identification/recruitment of late arrivals and dropouts, use of Migrant Student Record Transfer System, increased funding, district policies for special needs, increased options for credit accrual, consistent data gathering methods, revised age/grade placement policies, and transitional projects for higher education opportunities. An eight-page bibliography is included, and extensive footnotes provide contact names/addresses for specific programs and other relevant information. Appendices provide addresses of program locations and state directors of migrant education. (LFL)

ED 270 243 RC 015 722
Vaughn, D. Lanette Vaughn, Paul R.
Preparing Rural Students for an Urban Work Environment: A Handbook for Educators.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—56p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Department 18, Las Cruces, NM 88003 ($6.50).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adjustment (to Environment), Career Guidance, Coping, Daily Living Skills, Employee Responsibility, Entrepreneurship, Job Application, *Job Search Methods, Job Skills, Learning Activities, Rural Education, *Rural to Urban Migration, Rural Urban Differences, *Rural Youth, Secondary Education, Urban Culture, *Urban Environment, *Work Environment

Written for rural educators, this handbook provides practical guidelines for working with rural youth who will be seeking jobs in urban areas. The suggested learning activities can be used for an independent course, integrated into existing programs, or applied in counseling. The introduction discusses needs of rural students and relates positive rural values to urban work success. Section 2 suggests ways to help rural students explore personal characteristics, careers, and jobs. Section 3 covers practical steps in getting a job including how to find openings, complete applications, prepare resumes, and cope with interviews. Sections 4 and 5 deal with what rural students will need to know after getting a job in an urban area. Discussion of the urban workplace covers issues such as time clocks and work days, bosses, promotions, changing jobs, and being fired or laid off. Discussion of adjustment to the urban community covers where to live, utilities, insurance, taxes, transportation, banking, credit, etc. Section 6 explores entrepreneurship as an option for rural youth who would like to remain in rural areas and lists numerous resources including some specifically for women in business. Bibliographies list studies of rural youth and career development materials for use with rural students. (JHZ)

ED 271 259 RC 015 812
Garnett, Anne, Comp. Hill, Amelita, Comp.
Searchable Fields in ERIC: A Computer User's Guide via BRS, DIALOG, ORBIT.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0023
Note—7p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Databases, Information Retrieval, *Online Searching, Online Systems, *Online Vendors, Reference Services, *Search Strategies
Identifiers—Bibliographic Retrieval Services, Current Index to Journals in Education, DIALOG, *ERIC, ORBIT, Resources in Education, Search Commands

A reference guide for online bibliographic searchers introduces and explains the major computer-searchable fields of the Educational Resources Information Center (ERIC) database, presents field access labels or commands of three online ERIC database vendors–BRS, DIALOG, and ORBIT–and lists the codes necessary for searching particular ERIC fields. The guide briefly describes the ERIC database and documentation and provides names and identifying codes for the 16 ERIC clearinghouses as well as types of publications included in the database and corresponding search codes. Addresses of the three online vendors and addresses for ordering ERIC documents and search tools are provided. (LFL)

ED 271 276 RC 015 839
Benally, Elaine Roanhorse, Comp.
A Directory of Organizations and Activities in American Indian Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0023
Note—9p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, Career Planning, Conferences, Educational Development, Educational Opportunities, Educational Research, *Educational Resources, Information Sources, *National Organizations, Newsletters, Organizations (Groups), Periodicals, Professional Associations, *Regional Programs, Scholarships, *State Departments of Education, *Student Organizations
Identifiers—*State Associations

Based on responses received from a telephone survey in the spring of 1986, the directory of 97 organizations and activities related to American Indian education are arranged alphabetically by state within national, regional, state, and university categories. Each entry includes the name of the organization, address, contact person, telephone number, and a brief description of the activity's function followed by the year it was established, conferences it sponsors, and newsletters or other periodic publications it produces. Listed under the state category are names and addresses of State Departments of Education staff responsible for American Indian education. A last category provides directory information for six selected periodicals pertaining to American Indian culture, education, and welfare. (LFL)

SE

ED 260 890 SE 045 906
Suydam, Marilyn N.
Achievement in Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Educational Research, *Educational Trends, Elementary Secondary Education, *Mathematics Achievement, *Mathematics Education, Mathematics Instruction, National Competency Tests, *Testing
Identifiers—ERIC Digests, *Mathematics Education Research

Briefly summarized are results from a report on mathematics assessments in 32 states. The general trend in mathematics achievement is upward, since the mid-1970's in some states and the early 1980's in others. Patterns are noted for addition, subtraction, multiplication, and division with whole numbers; fractions; decimals; numeration; geometry; and problem solving. Major implications are noted, particularly the point that students are scoring relatively well on items dealing with computation with whole numbers, but scores on concepts and problem solving are not as high. Topics on which scores were below the 50 percent level are listed, with some comments on the five topics which occasioned the greatest difficulty. (MNS)

ED 260 891 SE 045 907
Suydam, Marilyn N.
The Role of Review in Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Literature Reviews, *Mathematics Education, *Mathematics Instruction, Research Reports, *Review (Reexamination), *Teaching Methods
Identifiers—ERIC Digests, *Mathematics Education Research

The role of review in mathematics instruction is briefly summarized in terms of reasons, timing, and types. Promoting retention is the primary reason for reviewing; continuity, assimilation, diagnosis, learning prerequisites, and confidence are also noted. Research clearly indicates that review should be systematically planned and incorporated into the instructional program at regular intervals. Among the types of review discussed (with some specific examples) are outlining, questioning, testing, group size, homework content, difficulty level, and games. Nine references are included. (MNS)

ED 260 892 SE 045 915
Suydam, Marilyn N.
Achievement in Mathematics Education. Information Bulletin No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Educational Research, *Educational Trends, Elementary Secondary Education, Graphs, *Mathematics Achievement, *Mathematics Education, Mathematics Instruction, National Competency Tests, *Testing
Identifiers—*Mathematics Education Research

This bulletin reports some of the findings from an analysis of assessments in mathematics that have been conducted in 32 states. Note is made of the variability in state reports, which make data comparisons implausible. Trends, however, could be observed. Each state department was contacted for a copy of the most recent mathematics assessment results; reports from years ranging from 1955 to 1984 were received from 32 states. The overall trend of increased achievement is first noted. Then achievement patterns are presented, with graphs for addition, subtraction, multiplication, and division with whole numbers; fractions; decimals; numeration; measurement; geometry; and problem solving. (MNS)

ED 260 907 SE 045 942
Disinger, John F. Fortner, Rosanne W.
Using Computers for Environmental Education. Information Bulletin No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Literacy, Computer Simulation, *Educational Technology, Elementary Secondary Education, Energy Education, *Environmental Education, *Instructional Materials, *Microcomputers
Identifiers—*Environmental Education Research

This bulletin focuses on the role of computer-assisted instruction (CAI) in environmental education programs. The utility of this approach in helping students learn in the cognitive, affective, and/or psychomotor domains is examined and its effectiveness is compared to other instructional devices and methods. Major topics are organized and explained under 10 specific question headings. These are: (1) why computerized instruction?; (2) why computerized simulation?; (3) why simulate?; (4) why time-sharing?; (5) what materials became available?; (6) are energy-related CAI programs available?; (7) what are multi-user computer simulations?; (8) what are the impacts of microcomputers?; (9) have CAI materials proliferated?; and (10) what does research say? An extensive reference list is included (with ED numbers for documents in ERIC). (ML)

ED 260 920 SE 045 960
Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 18, Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date—85
Note—75p.; Mathematics Education Information Report.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $8.00; $2.75 single copy).
Journal Cit—Investigations in Mathematics Education; v18 n2 Spr 1985
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Processes, Computer Oriented Programs, Editorials, Educational Research, Geometric Concepts, Grouping (Instructional Purposes), Mastery Learning, *Mathematics Achievement, *Mathematics Education, Measurement, *Preservice Teacher Education, *Problem Solving, Student Attitudes, Teacher Behavior, Time Factors (Learning)
Identifiers—*Mathematics Education Research

This issue contains abstracts and critical comments for ten mathematics education journal articles, plus an editorial on teacher education needs by Thomas J. Cooney. Two articles focus on problem solving; the remainder concern instruction about and with computers, geometric perceptions, preservice teachers' conceptions of volume, attitudes toward mathematics, time on task, mastery learning and student teams, teachers' conceptions and practices, and small-group interaction. References to mathematics education research reported in "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE) from October through December 1984 are also included. (MNS)

ED 260 945 SE 045 997
Reyes, Laurie Hart Stanic, George M. A.
A Review of the Literature on Blacks and Mathematics. Information Bulletin No. 1, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—9p.; For the conference paper on which this is based, see ED 257 643.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Achievement, Black Students, Educational Research, Literature Reviews, *Mathematics Achievement, Mathematics Curriculum, *Mathematics Education, Minority Groups, Models, *Racial Differences, Sex Differences, Socioeconomic Influences, Student Attitudes, Teacher Attitudes

This information bulletin reviews the research literature on blacks and mathematics. The amount of research that focuses specifically on race differences in mathematics in an attempt to explain and lessen those differences is small. Research of the past ten years indicates that black students, when compared to white students, take fewer mathematics courses and achieve at a significantly lower level, although the differences are growing smaller. Some factors which may explain why these differences exist are presented, with the focus on race, gender, and social class. A model relating these factors is presented and described. The review of the literature concerns societal influences, teacher attitudes, school mathematics curricula, student attitudes and student achievement-related behaviors, classroom processes, and student achievement. Following the concluding summary, in which directions for future research are also noted, an extensive list of references is included. (MNS)

ED 265 013 SE 046 307
Blosser, Patricia E.
Research Related to Instructional Materials for Science. ERIC/SMEAC Science Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—NIE-400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement, *Elementary School Science, Elementary Secondary Education, *Instructional Materials, Meta Analysis, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Science Materials, *Secondary School Science, Teaching Methods, *Textbooks

Identifiers—ERIC Digests, *Science Education Research

The first science education digest for 1985 focused on data obtained by use of meta-analysis techniques on research studies of science instruction. Instruction seldom takes place without instructional materials, so this second digest is a companion one containing a discussion of science education research on instructional materials. Data are shown which support the idea that the science curriculum improvement project materials developed after 1955 were successful in promoting student achievement in the use of science process skills, in creativity, and in higher cognitive skills at both elementary and secondary school levels. Research, however, has focused more on programs than on textbooks. Because teaching from, and with, textbooks is the dominant method of instruction in many science classes, research is needed on such areas as how students learn to use textbooks to become independent learners and how to write them to promote efficient learning. (JN)

ED 265 050 **SE 046 351**
Weaver, J. F.
The Learning of Mathematics. ERIC/SMEAC Mathematics Education Digest Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Elementary School Mathematics, *Learning, Literature Reviews, *Mathematics Education, *Mathematics Instruction, Research Reports, *Research Utilization
Identifiers—ERIC Digests, Piagetian Theory

The principal focus of this brief report is on findings and observations from relatively recent research on the learning of mathematics. The distinction between learning and the concepts of curriculum and instruction is first reviewed. Then Piaget's theory of intellectual development is discussed, with the conclusion that it does not provide a basis for determining readiness for mathematics instruction. The contribution of information processing theory is then noted. Four additional observations from contemporary research concern the following: the focus on individuals (versus groups), behavioral objectives, invention or construction of knowledge by young children, and metacognition. A list of references is included. (MNS)

ED 265 075 **SE 046 376**
Disinger, John F.
Teaching about Hazardous Materials. ERIC/SMEAC Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Environmental Education, *Environmental Standards, *Hazardous Materials, Instructional Materials, Physical Environment, *Pollution, Quality of Life, *Waste Disposal, *Wastes
Identifiers—Environmental Law, *Environmental Management, Environmental Problems, ERIC Digests

Problems related to the handling of hazardous substances and toxic wastes have escalated making this environmental dilemma a national concern. This digest provides an update of key legislative and management efforts associated with hazardous wastes and reviews current instructional materials in the area. Major topics addressed include: (1) waste disposal laws (summarizing major legislative attempts); (2) superfund (describing its intent and parameters); (3) management options (assessing current procedures and techniques); (4) teaching materials (providing a representative sample of materials available in the ERIC system); and (5) additional sources (identifying programs and resources that could assist in the development of instructional materials). (ML)

ED 265 076 **SE 046 377**
Disinger, John F. Blosser, Patricia E., Ed.
Instructional Materials for Improving the Quality of the Environment. Information Bulletin. No. 2, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conservation (Environment), Elementary Secondary Education, Energy Education, *Environmental Education, Instructional Improvement, *Instructional Materials, Interdisciplinary Approach, Land Use, Marine Education, Natural Resources, *Physical Environment, *Pollution, Population Education, *Quality of Life, Urban Environment, Wastes
Identifiers—*Environmental Quality

Three major themes of ecology, ethics, and economics characterize the current conservation/environmental movement and present a challenge for the environmental educator in teaching about environmental quality. This bulletin provides assistance for the practitioner by identifying current instructional materials that address concerns in this area. The materials have been selected from those catalogued in the ERIC database since 1983 and are considered to be representative of existing available materials. Explanations of the selected instructional programs are provided and organized in 13 topic areas: population; world hunger and economics; air quality; water quality; water resources; wetlands; marine and aquatic education; hazardous wastes; energy education; wildlife; land use; urban environments; and decision-making, individual and institutional. A listing is included of teaching activity booklets which were published at the ERIC Clearinghouse for Science, Mathematics, and Environmental Education over the past 13 years. Two pages of references complete the document. (ML)

ED 266 019 **SE 046 401**
Suydam, Marilyn N.
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computation, Educational Research, Elementary Secondary Education, Estimation (Mathematics), Literature Reviews, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Research Utilization, Subtraction, *Teaching Methods
Identifiers—ERIC Digests, *Mathematics Education Research

Some recent research findings with implications for improving mathematics instruction are reviewed in this report. The focus is on two topics: computation, in particular subtraction and estimation, and problem solving. Findings about each are listed, with references for each cited study included. Effective algorithms and strategies used by students are given particular importance in the computation section, while both problem characteristics and problem-solving strategies are included in the problem-solving section. (MNS)

ED 266 931 **SE 046 428**
Blosser, Patricia E.
Improving Science Education. Information Bulletin. No. 3, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Curriculum Development, *Educational Improvement, *Educational Objectives, Educational Quality, Elementary Secondary Education, Higher Education, Meta Analysis, Science Curriculum, *Science Education, *Science Instruction, Technology
Identifiers—*Canada, Excellence in Education, Science and Society, *Science Education Research

The two science education digests for 1985 contained reports of research related to science curriculum and instruction. This information bulletin has been designed to continue making suggestions for improving education, more specifically education in science classrooms. It focuses on: (1) findings from science education studies (including "Project Synthesis"); (2) findings from reports dealing with excellence in education (such as "A Nation at Risk: The Imperative for Educational Reform"); (3) findings from science education research studies; (4) why there is an impetus for change in science education; (5) information from Canadian science educators, considering steps involved in "deliberative inquiry," seven curricular emphases in science, and issues related to incorporating a science and technology focus into science curricula; and (6) who decides curriculum questions. One generalization offered is that persons interested in improving science education have some positive findings from the meta-analysis research data upon which to build in terms of instructional strategies that lead to increased student learning and other positive outcomes. In addition, science for general education should not be neglected since science instruction should be geared toward both the citizen and the future scientist. Thirty-five references are also included. (JN)

ED 269 220 **SE 046 391**
Lawson, Anton E. And Others
A Summary of Research in Science Education–1984.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Grant—400-78-0004
Note—161p.; This document was later published in the journal "Science Education" v70 n3 1986.
Available from—John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016. (Journal reprint–$13.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Academic Achievement, Biology, Chemistry, *Concept Formation, Educational Research, Elementary Secondary Education, General Science, Geology, Higher Education, Literature Reviews, *Misconceptions, Physics, Science Curriculum, *Science Education, *Science Instruction, Student Attitudes, *Teacher Education, Teaching Methods, Testing
Identifiers—*Science Education Research

This review covers approximately 300 studies, including journal articles, dissertations, and papers presented at conferences. The studies are organized under these major headings: status surveys; scientific reasoning; elementary school science (student achievement, student conceptions/misconceptions, student curiosity/attitudes, teaching methods, and technology/microcomputers); junior high science (student achievement, student attitudes, student concepts/misconceptions, teaching methods, and others); high school general science (student characteristics, classroom behaviors, and curriculum); high school physical science (teaching methods, testing methods, and technology/microcomputers); high school earth science (student characteristics, teaching methods, and curriculum); high school biology (student characteristics, teaching methods, and others); high school chemistry (student conceptions/misconceptions, testing, and others); high school physics (student conceptions/misconceptions, student attitudes, teaching methods, curriculum, and testing); university geology; university biology (student characteristics, textbooks, problem-solving, curriculum, and others); university chemistry (teaching methods, curriculum, textbooks, and others); university physics (student conceptions/misconceptions, problem-solving, and others); informal science education; specific interests; preservice teacher education; inservice teacher education; and research methodology (clinical interviews, time-series, aptitude-treatment interaction, qualitative research, meta-analyses, and attitude measures). A bibliography of studies reviewed is included. (JN)

ED 271 293 SE 046 647

Hurd, Paul DeHart

Issues in Linking Research to Science Teaching. Information Bulletin No. 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Note—6p.; Text from a paper presented at the Annual Meeting of the National Science Teachers Association (34th, San Francisco, CA, March 26-29, 1986).

Available from—SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Price $1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Elementary School Science, Elementary Secondary Education, *Opinion Papers, *Science and Society, Science Curriculum, Science Education, *Science Education History, *Science Instruction, Science Teachers, *Secondary School Science, Speeches, Technology

Identifiers—*Research Priorities, Science Education Research

This information bulletin examines research and practice issues considered critical in resolving the crisis in science education. Analyses are presented of (1) the current reform movement in science education, (2) the changing culture of science, (3) science education research, (4) the rise of the cognitive sciences, (5) science teachers and research, and (6) the issues of science education research. Hurd suggested that a new vision of science education must be developed, implemented, and validated in ways that will be in harmony with the current status of society. A listing of the major issues in science education and explanations of their impact are also included. (ML)

SO

ED 264 161 SO 016 944

Cook, Kay K.

Latin American Studies. ERIC Digest No. 19.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 85

Contract—400-83-0012

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Cultural Awareness, Educational Needs, Elementary Secondary Education, Foreign Countries, *Latin American Culture, Resource Materials, *Social Studies, Stereotypes, Teaching Methods

Identifiers—ERIC Digests, Fact Sheets, *Latin America

This ERIC Digest considers the present state of teaching about Latin America in elementary and secondary schools in the United States, the need and rationale for Latin American studies, effective approaches to teaching Latin American studies, and resources to supplement textbooks that treat Latin America inadequately. Following an introductory section describing the incomplete or biased portrait of Latin America frequently presented in social studies textbooks and the media, four considerations for including more about Latin America in the curriculum are listed: (1) foreign policy–international controversies over the influence of other governments in the politics of Latin America need analysis and examination; (2) physical proximity –Latin American countries are virtually next-door neighbors, with close political, commercial, and cultural interactions with the United States extending over many years, (3) the American heritage–Latin American culture and the Spanish language are part of the American heritage, exerting early and continuing influence on the southwestern region of the United States, and (4) negative stereotyping–it is well documented that Hispanic-Americans in general suffer from explicit negative stereotyping. The world history course is recommended as an especially fertile ground for introducing a Latin American perspective into a study of world events. Classroom strategies and suggestions for a separate Latin American studies course are followed by information on sources of materials and a list of resources. (LH)

ED 264 162 SO 016 945

Cooperative Learning in Social Studies Education: What Does the Research Say? ERIC Digest No. 20.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 85

Contract—400-83-0012

Note—4p.; Excerpted from: "Research on Social Studies Curriculum and Instruction: Interventions and Outcomes on the Socio-Moral Domain," by James S. Leming. In "Review of Research in Social Studies Education 1976-1983, NCSS Bulletin No. 75," edited by William B. Stanley (National Council for the Social Studies and Social Science Education Consortium).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cooperation, Cultural Awareness, *Cultural Interrelationships, Elementary Secondary Education, Group Activities, Intergroup Relations, *Interpersonal Relationship, Learning Activities, *Prosocial Behavior, *Social Studies, Teamwork

Identifiers—*Cooperative Learning, ERIC Digests, Fact Sheets

This ERIC Digest describes research findings, mainly in elementary social studies classrooms, on the effects of cooperative learning on multicultural awareness and cross-ethnic friendships, interpersonal relationships, and prosocial behavior. Research findings on cooperative techniques in the classroom are summarized as follows: compared with other methods, cooperative learning produces greater academic learning, better intergroup relations among black, white, and Hispanic students, enhanced self-esteem, and improved relationships between mainstreamed academically handicapped students and other students. Brief sections describing the positive effects of cooperative learning are followed by descriptions of three widely used approaches to cooperative learning: (1) Student Teams-Achievement Divisions (STAD)–a method in which students with widely varying academic abilities are assigned to four- or five-member teams; (2) the "Jigsaw" method–in which students become "experts" on a topic, then meet with other experts to study their assigned topic; and (3) the Group Investigation Model, which attempts to eliminate competition entirely by involving cooperative group inquiry emphasizing data gathering by pupils, interpretation of information through group discussion, and synthesis of individual contributions into a group project. A list of references concludes the document. (LH)

ED 264 163 SO 016 946

Zola, John Zola, Jaye

Peace and Nuclear War. ERIC Digest No. 21.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 85

Contract—400-83-0012

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Controversial Issues (Course Content), Disarmament, Educational Needs, Elementary Secondary Education, Guidelines, *Nuclear Warfare, *Peace, Public Education, Social Studies, War

Identifiers—ERIC Digests

This ERIC Digest examines the nature of peace and nuclear war education, rationales for its inclusion in public school programs, and ways to deal with the controversial nature of the topics. A distinction between peace education and nuclear war education is followed by a description of four basic themes offered as a rationale for peace and nuclear war education: peace and nuclear war education are appropriate content for developing capable, thinking, competent young adults; peace and nuclear war-related content are highly relevant in today's world; openly addressing and confronting psychological concerns of young people regarding nuclear war with information and appropriate pedagogy can help young people cope with these concerns; and by addressing peace and nuclear issues, teachers can prepare young adults for participation in the nation's democratic institutions by helping them make decisions regarding leaders and policy. Challenges for dealing with the controversial nature of peace and nuclear war education include (1) those teaching peace and nuclear war education must familiarize themselves with both the content and processes necessary for credibly teaching this information and must take great care in selecting only age-appropriate lessons; (2) the controversial nature of peace and nuclear war education must be recognized, confronted, and honestly addressed; and (3) advocates of peace and nuclear war education need to work diligently, patiently, and cooperatively in bringing about the changes they seek. A list of 15 related resources concludes the digest. (LH)

ED 264 164 SO 016 947

Meredith, Sydney J.

Improvement in Geography Education. ERIC Digest No. 22.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 85

Contract—400-83-0012

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, *Educational Needs, Educational Research, Educational Trends, Elementary Secondary Education, *Geography Instruction, *Knowledge Level, Teacher Education

Identifiers—ERIC Digests

This ERIC Digest explores the need for improvement in geography education in the United States, based on concern expressed by geography professors across the United States and findings from a number of recent state, national, and international polls and studies showing that many students leave high school illiterate in geography. A section synthesizing the findings of six recent studies characterizing elementary and secondary students as illiterate in geography is followed by an examination of possible reasons for the problem. Positive steps to improve geography education include the development of guidelines focusing on what should be taught in geography by the National Council for Geographic Education and the Association of American Geographers. Short- and long-term tasks to promote geography education include the development of grade-by-grade curriculum guidelines with activities; a network of people to serve as consultants in geography education; model workshops and materials for improving geography education; an information network in geography to share news about such things as new materials, notes on important reports, workshops, conferences, and professional training; the addition of a geographic component to admissions requirements at some colleges; and the addition of geography as a required course in the high school curriculum. A list of 12 related resources concludes the digest. (LH)

ED 264 165 SO 016 948
Hendrikson, Leslie
Library Censorship. ERIC Digest No. 23.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, *Censorship, Conservatism, Court Litigation, Elementary Secondary Education, Library Material Selection, Public Schools, *School Libraries
Identifiers—ERIC Digests, Fact Sheets

This ERIC Digest synthesizes current attitudes on library censorship in the public schools, as reflected in state statutes and federal court cases. Separate sections describe the rise of censorship, recent court cases and incidents related to library censorship, who the censors are, what is being censored, a framework for academic freedom in schools, and a distinction between selection and censorship. Following a discussion of the recent rise of censorship in the nation's classrooms and school libraries, a comparison of the views of proponents of academic freedom and the views of proponents of censorship is offered. Recent court cases and incidents related to library censorship are offered as examples of the recent challenges coming from the conservative side of the political spectrum by leaders such as Phyllis Schlafly, Jerry Falwell, and Mel and Norma Gabler. Examples of the most frequent targets of protests are followed by a framework which librarians and other decision makers may use to maintain the right of academic freedom. This framework holds that educators may use methods, symbols, or materials (1) relevant to the subject matter being taught, (2) not in violation of valid laws, (3) compatible with current standards of decency, (4) reasonable for students' level of maturity, (5) intended for a legitimate educational purpose, and (6) unlikely to result in substantial disruption of school activities. A distinction between selection and censorship is made and the importance of sustaining a commitment to the concept of academic freedom is emphasized. (LH)

ED 264 166 SO 016 949
Remy, Richard C. Woyach, Robert B.
Strengthening High School World Studies Courses. ERIC Digest No. 24.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.; For a related document, see ED 256 641.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, Educational Needs, Educational Objectives, *Global Approach, High Schools, Social Studies, *World History
Identifiers—ERIC Digests, Fact Sheets

This ERIC Digest reports on the findings of a 1984 Wingspread Conference on Strengthening High School World Studies Courses. The digest considers key challenges that the course poses for educators, the goals of the conference, long-term efforts that have been initiated, activities recommended by conference participants that would provide practical help to local schools, and current efforts to implement conference recommendations. Challenges facing educational leaders as they attempt to strengthen their world studies courses include the fact that there is no universal approach for teaching "world studies," that there is no mechanism for educational leaders to identify and assess successful practices, and that there is a critical need to help teachers and administrators enhance their capacity to teach world studies. Conference goals are then outlined, followed by four activities recommended as a way of providing practical help to local schools: (1) the development of a handbook outlining and analyzing alternative conceptual approaches to high school world studies courses, (2) the collection and dissemination of syllabi and other appropriate descriptions of world studies courses being taught in high schools across the nation, (3) the development of model resources for developing a global relations course, and (4) the strengthening of preservice and inservice programs by focusing on leadership and teacher preparation. A description of two projects resulting from these recommendations is followed by a list of nine related resources. (LH)

ED 264 167 SO 016 950
Parisi, Lynn
Computer Databases: Applications for the Social Studies. ERIC Digest No. 25.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Computers, Computer Software, *Databases, Educational Objectives, Elementary Secondary Education, *Information Retrieval, Information Systems, *Online Searching, Research Tools, Search Strategies, *Social Studies
Identifiers—ERIC Digests, Fact Sheets

This ERIC Digest examines the uses of databases in the social studies, including what a database is and how to use it, types of databases available for social studies classroom use, and the role this educational tool can play in achieving the goals and objectives of the social studies. A distinction between print and computerized database files and a simplified example of the use of Boolean logic in searching computer databases is provided. Two types of databases currently applicable in the social studies classroom, on-line databases and database software, are then examined. Listed are some of the on-line databases relevant as student research tools in the social studies, including The New York Times Information Service; America: History and Life; Historical Abstracts; Facts on File; Educational Resources Information Center (ERIC); and Magazine Index. Uses of database software are discussed and examples of commercially available database software programs are also provided. That database development and maintenance are fast becoming essential skills for effective citizenship participation is offered as a compelling rationale for incorporating this tool into social studies instruction. By creating and using databases, students develop research and organization skills. By searching databases, they learn to identify information needs, make problem statements, retrieve and sort information, and design strategies for organizing data. (LH)

ED 268 022 SO 016 979
Williams, Ann M., Ed.
Data Book of Social Studies Materials and Resources. Volume 11.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89994-304-7
Pub Date—86
Contract—400-84-0012
Note—134p.; For volume 10 see, ED 240 010.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Book Reviews, *Content Analysis, Curriculum Guides, Elementary Secondary Education, *Instructional Material Evaluation, *Instructional Materials, Readability, Resource Materials, *Social Studies, *Supplementary Reading Materials, Textbook Content, *Textbook Evaluation, Textbooks

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1984 and 1985, are presented. The objective is to provide a review of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select appropriate materials for their students, school, and community. Analyses of curriculum materials are divided into sections by grade-level clusters. Thus, the first major section contains analyses of elementary (K-6) social studies materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 18 new analyses of basal programs are presented with 3 shorter analyses of revised editions. The secondary curriculum materials section concludes with 39 brief descriptions of supplementary materials. These supplementary items include video cassettes, filmstrips, and audio cassettes. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section. The third section includes 21 short analyses of teacher resource materials. Twenty-four social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. Indexes are provided for author/editor/developer; grade level; publisher; and subject area. A list of publishers' addresses concludes the publication. (LH)

ED 268 025 SO 017 001
Zola, John Zola, Jaye
Teaching about Peace and Nuclear War: A Balanced Approach.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-89994-305-5
Pub Date—85
Contract—400-83-0012
Note—106p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Change Strategies, Citizen Participation, *Controversial Issues (Course Content), Coping, Current Events, Curriculum Evaluation, Educational Needs, Elementary Education, Global Approach, Instructional Material Evaluation, International Relations, Junior High Schools, Middle Schools, *Nuclear Warfare, *Peace, Relevance (Education), School Community Relationship, Social Studies, Teaching Methods, World Affairs, World Problems

Intended for educators interested in providing peace and nuclear war education in the public schools, this publication examines the nature of peace and nuclear war education, rationales for its inclusion in the public school program, and ways to deal with the controversial nature of the topics. The first of eight chapters presents a four-fold rationale. Peace and nuclear war education are considered appropriate content for (1) developing reflective and competent young adults, (2) increasing the relevancy of peace- and nuclear war-related content in today's world, (3) addressing psychological concerns of students, and (4) preparing young adults for civic involvement. Chapter 2 defines peace and nuclear war education and addresses commonalities between the two. Chapter 3 presents a rationale and criteria for teaching controversial issues. Chapter 4 examines biased and unbiased instructional materials, personal beliefs, age appropriateness, teaching methods, infusion of peace and nuclear war education into the middle school, junior high, and elementary school curriculum, and some helpful teaching hints. Materials and instructions for a curriculum materials analysis system are provided in Chapter 5. Chapter 6 gives suggestions for dealing with school and district level resistance to the political and controversial nature of peace and nuclear war topics. Annotated citations for over 20 teaching resources in Chapter 7 are followed by five concluding challenges in Chapter 8. A list of over 50 related references concludes the publication. (LH)

ED 268 063 SO 017 082
Meredith, Sydney J.
Leadership. ERIC Digest No. 26.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) —

Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Futures (of Society), *Leadership, *Leadership Qualities, Personality Assessment, Personality Development
Identifiers—ERIC Digests

An ERIC digest provides general information to help educators, students, and others evaluate their own capacities for leadership. Material is divided into six substantive sections. "What is leadership?" provides definitions of the concept, discusses differences between leadership and management and considers requisites for effective leadership. "How and why does one become a leader?" considers the notion that people are born leaders and have recognizable leadership qualities. "What separates the leaders from others?" considers the major characteristics of leaders, including that they are vision and goal centered, have drive and power to accomplish their mission, and have the ability to become totally involved with the process of accomplishing their mission. "What are some typical competency characteristics of leaders?" presents the results of an interview with 90 successful leaders. "Who are some present leaders in education: Do they have these competencies?" profiles four current educational leaders. A final section, "What skills will leaders need in the future?" describes future leadership skills as including the ability to focus on the present and future, to bridge the gap among different interest groups, and monitor and interpret information. A list of resources concludes the paper. (LP)

ED 268 064 SO 017 083
Stanely, William B.
Social Studies Research: Theory into Practice. ERIC Digest No. 27.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Concept Formation, Critical Thinking, Early Childhood Education, *Educational Research, Elementary Secondary Education, Ethnography, Foundations of Education, Moral Development, Self Concept, Self Esteem, Social Cognition, *Social Studies, Values Clarification
Identifiers—ERIC Digests

A brief summary of social studies research from 1976 to 1983 is divided into five parts. "Cognitive Thinking and Cognitive Process Research" presents a definition of critical thinking, recommendations for cognitive process instruction, and results of cognitive process research concerning the relationship between learning style and developmental level. "Early Childhood/Elementary Social Studies Research" discusses recent research indicating the connection between the development of the young child's sense of self, school performance, and social relationships. Also discussed is research in the areas of spatial development, general concept formation skill development, and information processing skill development. "Research in the Socio-Moral Domain" considers research on values clarification, community involvement and social action approaches to social studies education, and cooperative learning. "Ethnographic Research" focuses on the effects of significant changes in curriculum, instructional practices, and personnel. The role of ethnographic research in sensitizing social educators to the complex interactive nature of instruction is also discussed. "Research on the Foundations of Social Education" outlines debates regarding the purpose of social education, particularly those debates arising over the "Three Traditions" approach. A list of references concludes the paper. (LP)

ED 268 065 SO 017 084
Hendrikson, Leslie
Community Study. ERIC Digest No. 28.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Resources, *Community Study, Educational Practices, Educational Research, Elementary Secondary Education, Experiential Learning, Instructional Innovation, Relevance (Education), School Community Relationship, Skill Development, *Social Studies, Student Motivation, Teaching Methods
Identifiers—ERIC Digests

An ERIC digest considers several approaches to community study within the social studies curriculum. Material is divided into four sections. Following an introduction, "A rationale for community study" outlines skills and concepts that can be presented through community study and presents the rationale that community study can provide greater relevance to national and global events. "Can participation in the community improve student motivation?" argues that community studies provide valuable opportunities for students to become involved in public life and thus develop citizenship participation skills. Research indicating that experiential community-based learning raises student motivation is also presented. "Why aren't community-based strategies more widely implemented?" considers the following reasons for the low implementation of community studies programs: extensive preparation time and perceived low administrator support. "How can the community be implemented in social studies education?" describes specific strategies for integrating a community–based social study component. Emphasis is placed on a four dimensional model of community study: using the community as a source of content; using the community as a source of learning experience; community service as a dimension of community study; and using the community to enhance skill development. A list of resources concludes the paper. (LP)

ED 269 329 SO 017 126
Parisi, Lynn, Ed.
Creative Role-Playing Exercises in Science and Technology.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89994-306-3
Pub Date—86
Contract—400-83-0012
Note—438p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Air Pollution, *Controversial Issues (Course Content), Decision Making, Environment, Environmental Education, Genetic Engineering, Instructional Materials, Learning Activities, Nuclear Power Plants, Nuclear Technology, Pollution, Problem Solving, *Science and Society, *Science Instruction, Secondary Education, Simulation, Skill Development, *Social Studies, Units of Study, Water Pollution

Five simulations for addressing science-related social issues in either the secondary science or social studies classroom are presented. Following a foreword, introduction, and description of the conceptual basis for the activities, each of the activities is presented in its entirety. Complete teacher and student materials for conducting each of the following simulations is presented: storage of spent nuclear fuel, control of recombinant DNA, the acid rain controversy, toxic waste controls, and the controversy over seabed mining. Each simulation follows a standard format emphasizing student skills of information processing, problem solving and group decision making. Students are divided into groups representing a decision-making body and pro, con, and compromise positions on a given issue. Students research their position using provided data and library resources, ultimately using their findings to support their group's position in a simulated public or agency hearing on the subject. Each activity contains step-by-step instructions and student handouts. Each simulation takes approximately two weeks. (LP)

ED 272 431 SO 017 377
Parisi, Lynn
Commemorating the Bicentennial of the U. S. Constitution. ERIC Digest No. 31.
Wisconsin Univ., Madison. Applied Population Lab.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 86
Contract—400-86-0020
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Constitutional History, Elementary Secondary Education, History Instruction, Learning Activities, National Organizations, *National Programs, Resource Materials, School Involvement, *United States History
Identifiers—*Bicentennial, ERIC Digests, *United States Constitution

This overview of nationwide bicentennial efforts with particular relevance for elementary and secondary educators deals with three apsects of the commemoration. First discussed is the programming that national organizations, such as the Commission on the Bicentennial of the U.S. Constitution, Project '87, The American Bar Association (ABA), and the National Council for the Social Studies (NCSS), are undertaking to commemorate the event. Next described are several national participatory school-based programs, including the "Young Scholars Bicentennial Project," sponsored by the National Endowment for the Humanities (NEH); "We the People," a mock trial program and student seminar sponsored by the ABA; a national writing competition for high school students on "The Constitution: How Does the Separation of Powers Make It Work?"; a national "History Day" on "Rights and Responsibilities in History"; and "The Jefferson Meeting on the Constitution: The Constitution in the Classroom." Lastly, examples are given of how schools can work with other educational groups to commemorate the Bicentennial; examples include the James Madison Fellowship Program and a National Bicentennial Competition. A list of 11 pertinent resources and addresses concludes the overview. (CC)

ED 272 432 SO 017 378
Patrick, John J.
Critical Thinking in the Social Studies. ERIC Digest No. 30.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 86
Contract—400-86-0020
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship, *Critical Thinking, Curriculum, Elementary Secondary Education, Learning, Scholarship, *Social Studies, Study Skills, Teaching Methods
Identifiers—ERIC Digests

Critical thinking is a major goal of social studies education. Teachers need to know what critical thinking is before they can successfully incorporate the skill into their teaching strategies. Understanding why critical thinking is a major goal of education in a free society helps teachers prepare students to be informed and rational participants in civic affairs and to gather enduring intellectual abilities to make themselves more effective as students. To develop skills for critical thinking requires that teachers ask challenging questions and require students to provide evidence for their answers or opinions. Encouraging students to examine different positions on controversial topics in an open supportive classroom environment prepares them for the responsibilities of participating in a free society. Included in this document are nine related references. (JEH)

ED 261 060 SP 026 735

Alderman, M. Kay, Ed. Cohen, Margaret W., Ed.

Motivation Theory and Practice for Preservice Teachers. ERIC Teacher Education Monograph No. 4.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89333-037-X

Pub Date—Jun 85

Contract—400-83-0022

Note—73p.; Papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC. 20036 ($7.50 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attribution Theory, Classroom Techniques, Higher Education, *Motivation, Motivation Techniques, *Preservice Teacher Education, Research Utilization, *Student Motivation, *Teacher Education Curriculum

The authors in this volume propose expanding the topic of motivation in the preservice teacher education program by including contemporary research. Margaret W. Cohen reviews a body of research and theory concerned with the effects of extrinsic reinforcers on intrinsic motivation. She notes that contemporary research in the area of intrinsic motivation has consistently demonstrated that extrinsic reinforcers may undermine rather than facilitate performance on and interest in activities that are intrinsically motivating. Carole Ames addresses the implications of attribution theory for the teacher preparation curriculum. She believes it is important for teacher educators to help preservice teachers understand the positive and negative effects of types of classroom structure and evaluation on attribution. Dale H. Schunk suggests that social comparison is an inherent factor in every classroom and can have positive or negative motivation effects. M. Kay Alderman suggests that the preservice component in motivation should provide the preservice teacher with a repertoire of motivation-linked strategies, such as goal-setting, in order to facilitate learning and to educate students with high-achievement patterns of thought and action. Drawing from research on teacher effectiveness and decision making, Mary Rohrkemper argues that if preservice teachers are to be adequately prepared, they need concrete skills that will enable them to observe motivation, diagnose the need for motivational strategies, and assess the effectiveness of strategy implementation. Bibliographies accompany each of the articles. (JD)

ED 264 192 SP 026 734

Zimpher, Nancy L. Loadman, William E.

A Documentation and Assessment System for Student and Program Development. ERIC Teacher Education Monograph No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-89333-038-8

Pub Date—86

Contract—400-83-0022

Note—133p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC. 20036 ($8.50 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Higher Education, *Preservice Teacher Education, Program Development, *Program Evaluation, *Program Improvement, Teacher Education Curriculum, *Teacher Education Programs

Identifiers—Evaluation Problems, Ohio State University

This monograph grew out of an effort to develop a new and comprehensive system for evaluation of teacher education programs at Ohio State University (OSU). The need for a more sophisticated evaluation system became apparent as it was noted that follow-up studies revealed that many graduates of the College of Education took their first jobs unequipped with many skills the curriculum was supposedly providing. Also, the system had no feedback loop which would enable the College to identify and correct student and program deficiencies. The monograph provides an overview of the literature on teacher education evaluation systems, and describes issues at OSU that can be generalized to other institutions. Descriptions are provided of the student and program evaluation system that has emerged at OSU, including its conceptual base, the components of the system, and its implementation process. The instrumentation used in the program is presented, as well as analyses of data produced from the system. Discussions are included on the implications drawn from the findings of the system, the proposed next steps in the system's development, and the significance of such a system to the improved effectiveness of the teacher education enterprise. It is believed that this system is replicable in whole or in part in many other settings, and special care is taken to explain the rationale, to provide many examples of forms and materials used, and to document the implementation process at each step of the way. Appendixes present: a hypothetical individual profile; the Freshman Early Experiencing Program (FEEP) exploration profile, 1982-83; an analysis of teacher candidate profile ratings, 1982-83; a summary of findings from a follow-up questionnaire, 1982-83; and elements, activities, and strategies for implementing an evaluation system. (JD)

ED 266 137 SP 027 271

Alternative Certification for Teachers. ERIC Digest 1, 1986.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0022

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Certificates, Higher Education, *Nontraditional Education, Program Effectiveness, Program Evaluation, *Teacher Certification, *Teacher Education

Identifiers—*Alternative Teacher Certification, ERIC Digests

Alternative teacher certification is defined as any significant departure from the traditional undergraduate route through teacher education programs in universities and colleges. An overview is presented of some specific alternative certification programs, and raises questions useful for evaluating alternative certification programs. A bibliography of references is included. (JD)

ED 269 371 SP 027 498

The ERIC Guidebook to the Background Papers for "A Call for Change in Teacher Education: The Report of the National Committee on Excellence in Teacher Education."

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 86

Contract—OERI-400-83-0022

Note—49p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, *Educational Research, *Preservice Teacher Education, Schools of Education, *Teacher Certification, *Teacher Education Programs

This guidebook contains abstracts of papers by the following authors: (1) Michael D. Andrew; (2) Herman E. Behling, Jr.; (3) Ken Carlson; (4) Frederic R. Cyphert and John E. Nichelson; (5) Barbara Dubitsky; (6) David H. Florio; (7) Eva C. Galambos; (8) Hendrik D. Gideonse; (9) Gary A. Griffin; (10) Martin Haberman; (11) Gene Hall, Walter Doyle, and James Hoffman; (12) Linda B. Jones; (13) Harry G. Judge; (14) Mary M. Kluender; (15) Richard C. Kunkel; (16) William J. Leach and Lester Solomon; (17) Norma Nutter; (18) Bruce A. Peseau; (19) Mary Anne Raywid; (20) Sharon B. Robinson; (21) Robert L. Saunders; (22) Dale Scannell; (23) Henrietta Schwartz; (24) Othanel B. Smith; (25) David C. Smith; (26) David C. Smith and Garfield W. Wilson; (27) Richard C. Wallace, Jr.; (28) Kenneth R. Howey; and (29) Edward J. Meade, Jr. (JD)

ED 269 375 SP 027 506

School Health Education. ERIC Digest 2.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0022

Note—7p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Trends, Elementary Secondary Education, Habit Formation, *Health Education, Nutrition Instruction, *Relevance (Education), *School Role

This digest focuses on school health education, its current status, and what the future holds for health education in the elementary and secondary schools. School health education is defined and its history briefly sketched. The importance of health education is discussed as well as who should teach health education classes. Suggestions are also made for future efforts in school health education. A bibliography of references is included. (JD)

ED 269 376 SP 027 507

Wellness: A Balanced Lifestyle. ERIC Digest 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0022

Note—8p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Programs, *Health Programs, *Life Satisfaction, Program Development, *Quality of Life, *Well Being

Identifiers—*Wellness

The concept of wellness is defined and the importance of establishing a healthy lifestyle is discussed. A description is given of the Rochester Institute of Technology Wellness Program, which is typical of the many current programs covering varying aspects of wellness. These programs are offered by private agencies, educational institutions, and communities. A description is also provided of wellness programs in the workplace. A bibliography is included. (JD)

ED 269 404 SP 027 596

Directory of Organizations Related to Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 86

Contract—400-83-0022

Note—197p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Information Sources, *Institutions, *Public Agencies, *State Departments of Education, Teacher Associations, *Teacher Education, Voluntary Agencies

This directory lists more than 150 organizations, agencies institutions, and volunteer groups involved in developing teacher education curriculum, providing training, promoting professional advancement, instigating programs of innovative instruction and implementing educational policy for preservice and inservice training of teachers for educational, instructional and managerial applications. The organizations are listed alphabetically by their acronyms; the Acronym Index contains the acronyms used and the full name of each organization. Each entry is coded for the activity interests of the organization. Directory entries contain the organization's address; contact persons; telephone numbers; a brief description of membership and purpose; activities involving teachers, teaching and teacher education; and types of publications. Centers and laboratories funded by the U.S. Department of Education, Office of Educational Research and Improvement are in Appendix I and II. Appendix III contains a list of state departments of education, with the names and telephone numbers of the individuals responsible for teacher education and certification in that state. The information is correct effective November, 1985, and the directory will be updated periodically. (JD)

ED 269 406 **SP 027 601**
Current Developments in Teacher Induction Programs. ERIC Digest No. 5.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—9p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Inservice Teacher Education, Needs Assessment, *Program Development, *Program Effectiveness, Socialization, *Teacher Orientation
Identifiers—*Beginning Teacher Induction

This digest focuses on the evolution of beginning teacher induction programs over the past two decades, and discusses the reasons why such programs are essential to the professional development of teachers. An overview is presented of existing induction programs, and observed outcomes of these programs are briefly discussed. In considering what needs to be done in the future, it is pointed out that thus far there has been little research on common program concerns, such as assessment, evaluation, specification of induction contents, and the definition of program objectives. A bibliography is included. (JD)

ED 269 407 **SP 027 602**
Components of Teacher Induction Programs. ERIC Digest No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—10p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *Improvement Programs, Inservice Teacher Education, Internship Programs, Mentors, Program Content, *Program Design, *Teacher Orientation
Identifiers—*Beginning Teacher Induction, ERIC Digests

This monograph focuses upon how teacher induction programs affect the professional maturation of the beginning teacher. In a discussion on the elements that make a good induction program, a checklist of eight program characteristics is presented. Four of these show the influence of other professions, and the remaining four apply directly to the needs of beginning teachers. The areas induction programs should cover are discussed. In considering how induction programs work, brief descriptions are presented of some of the most prevalent induction program components, e.g., internships, mentor teachers, induction committees, and orientation seminars. A bibliography is included. (JD)

ED 269 408 **SP 027 603**
Data Needs on Teacher Supply and Demand. ERIC Digest No. 6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—13p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Patterns, *Enrollment Projections, *Information Needs, Teacher Certification, Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand

This digest focuses upon what is known about current and impending needs for teachers, data on which this knowledge is based, and what needs to be done to create a solid foundation for projections on future needs. It is pointed out that the data needed to describe the market for teachers vary according to how and by whom the information is used. A description is given of seven users of information on the supply and demand of teachers. Four national agencies that provide the basic information for research in the area of teacher supply and demand are listed. A brief discussion is presented of some professional organizations that are engaged in examining the data requirements for the prediction of teacher demands in their fields of concern. A bibliography is included. (JD)

ED 271 477 **SP 027 874**
Teacher Mentoring. ERIC Digest #7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0022
Note—14p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Elementary Secondary Education, *Mentors, *Program Design, Program Effectiveness, *Role Models, Staff Development, Teacher Orientation
Identifiers—Beginning Teacher Induction, ERIC Digests

This digest describes teacher mentoring and its different applications. A list of 10 characteristics and activities inherent in any mentor-protege relationship is provided. A discussion is presented on the ways that mentoring, an essentally informal process, has been formalized in business firms and school systems. In considering the benefits that mentoring brings to the education system, the major benefits to both the mentor and protege are briefly discussed, and the direct and indirect benefits to the school district are pointed out. While these benefits are tangible and observable in successful mentoring programs, it is noted that there are some potential obstacles to the mentoring process, such as the injudicious matching of mentors and proteges. Descriptions are offered of two exemplary mentoring programs–the California Mentor Teacher Program, and the proposed Model School System of Louisville, Kentucky. A brief bibliography is included. (JD)

ED 272 512 **SP 028 025**
Lasley, Thomas J., Ed.
The Dynamics of Change in Teacher Education. Volume I: Background Papers from the National Commission for Excellence in Teacher Education. Teacher Education Monograph No. 5.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-042-6
Pub Date—86
Contract—400-83-0022
Note—197p.; For a related document, see SP 028 026.
Available from—American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($14.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Beginning Teachers, *Educational Change, Higher Education, *Preservice Teacher Education, *Professional Autonomy, *Program Improvement, Schools of Education, *Teacher Education Curriculum, Teacher Recruitment, *Teaching Experience
Identifiers—National Commission for Excellence in Teacher Educ

The themes of teacher autonomy, practical experience, and program rigor are manifest explicitly and implicitly throughout these papers prepared for the National Commission for Excellence in Teacher Education. Both the problems and resolution approaches presented under each theme suggest what can and must occur in teacher education to enhance the professional status of teachers. The commission papers in this volume are: (1) "The Schools and Preservice Education: Expectations and Reasonable Solutions" (Gene E. Hall, Walter Doyle, James V. Hoffman); (2) "Recruitment, Selection, Retention and Graduation of Teacher Education Students" (Henrietta Schwartz); (3) "Teacher Education: An All-University Responsibility" (Linda B. Jones); (4) "Restructuring Teacher Education: The University of New Hampshire's Five-Year Program" (Michael C. Andrew); (5) "The University of Kansas Extended Teacher Education Program" (Dale Scannell); (6) "Teacher Education Reform in Tennessee" (Robert T. Saunders); (7) "The Florida Beginning Teacher Program" (David C. Smith, Garfield W. Wilson); (8) "Crossing the Bridges: The First Years of Teaching" (Gary A. Griffin); (9) "The Next Generation of Teacher Preparation Programs" (Kenneth R. Howey); and (10) "Guiding Images for Teaching and Teacher Education" (Hendrik D. Gideonse). (JD)

ED 272 513 **SP 028 026**
Lasley, Thomas J., Ed.
Issues in Teacher Education. Volume II: Background Papers from the National Commission for Excellence in Teacher Education. Teacher Education Monograph No. 6.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-043-4
Pub Date—86
Contract—400-83-0022
Note—239p.; For a related document, see SP 028 025.
Available from—American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($14.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Beginning Teachers, *Educational Trends, Government Role, Minimum Competency Testing, *Preservice Teacher Education, Teacher Certification, Teacher Education Curriculum, Teacher Evaluation, *Teaching (Occupation)
Identifiers—*National Commission for Excellence in Teacher Educ

The articles in this monograph provide a framework for reflecting on a variety of educational issues. In section one the historical roots of teacher education are examined. The second section deals more directly with what a teacher is and how the definitional properties of "the teacher" begin to dictate a curriculum for teacher education. The impact of regulation and testing on teacher education is the focus of the third section. The final chapter describes the nature of the federal government's involvement with teacher education. The following papers were selected from papers prepared for the National Commission for Excellence in Teacher Education: (1) "An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation" (Martin Haberman); (2) "From Quantity to Quality Teacher Education in Britain" (Harry Judge); (3) "Recent Reports on Education: Some Implications for Preparing Teachers" (Edward J. Meade); (4) "The Nebraska Consortium for the Improvement of Teacher Education" (Mary M. Kluender); (5) "The Implications for Teacher Education of Computer Technology" (Barbara Dubitsky); (6) "Preparing Teachers for Schools of Choice" (Mary Anne Raywid); (7) "Defining the Excellent Teacher Preparation Program" (Norma Nutter); (8) "Toward a More Desirable Profession" (Sharon P. Robinson); (9) "Testing Teachers for Certification and Recertification" (Eva C. Galambos); (10) "Performance-Based Certification in Georgia: Present and Future" (J. William Leach and Lester Solomon); (11) "Post Certification Development of Teachers and Administrators" (Richard C. Wallace); (12) "Quality Control of Teacher Preparation Programs through the Program Approval Process" (Herman E. Behling); and (13) "Excellence in Teacher Education: Options for a Federal Partnership" (David H. Florio). (JD)

ED 272 514 **SP 028 136**
Priest, Laurie, Ed.
Basic Instruction in Physical Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86

Contract—400-83-0022
Note—65p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($6.50).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Credits, *College Curriculum, *Curriculum Design, Educational History, *Educational Trends, Elective Courses, Grading, Health Education, Higher Education, *Physical Education, Physical Fitness, Required Courses
Identifiers—*Basic Instruction Programs

Chapter 1 of this monograph dealing with basic physical education instruction programs traces the history of physical education in colleges and universities from 1885 to 1985. Physical education programs became strongly entrenched within the higher education curriculum with the sanction of college administrators who recognized a responsibility to college students for their physical health as well as their mental growth. The changing emphasis in the physical education curriculum from formal health-oriented calisthenics to programs offering development of lifetime sport skills is discussed, as well as the societal pressures that brought about these changes. In chapter 2, the current status of the basic instruction program in physical education in institutions of higher education in the United States is described. A discussion is presented on the problem of whether the physical education program in a college or university should consist of required or elective courses. Questions on tenure for physical education faculty, financing the athletic program, credits given toward graduation, and the general design of the physical education program are also considered. The final chapter offers reflections on the future of physical education on college campuses. It is pointed out that at present there is no consensus on the goal-orientation of physical education programs. The future direction of physical education may either be toward developing skills for the enjoyment of individual lifetime sports, or toward an emphasis upon health education and physical fitness. (JD)

TM

ED 263 220 TM 850 722
Afflerbach, Peter
Statewide Assessment of Writing.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ERIC/TME-R-87
Pub Date—Apr 85
Contract—400-83-0015
Note—46p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.50).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Criteria, *Evaluation Utilization, Minimum Competency Testing, *National Surveys, Sampling, Scoring, *State Programs, Test Results, *Test Use, *Writing Evaluation, Writing Skills

This paper examined the status of assessment of writing as it is currently performed in the United States. All fifty states and the District of Columbia responded to a survey requesting information on their testing programs. Twenty-six states and the District of Columbia were found to assess writing on the statewide level, and eight states were in the process of developing procedures. Statewide assessment was made at various grade levels. Purpose for statewide assessment varied, as did the population taking the test. States which conducted comprehensive assessment (where the writing ability of every student in a specific grade was assessed) could utilize the results in several ways. Results were used to indicate the need for remediation in writing, to determine whether minimum competency requirements had been met for graduation, and to provide information for improving curriculum and instruction. The appendix provides a state by state summary of survey results. (LMO)

ED 267 099 TM 860 186
Gonzalez-Stupp, Emma Wildemuth, Barbara M.
At Home with ERIC: Online Searching from Your Home Computer. "After Dark" Edition.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85
Contract—400-83-0015
Note—50p.; For a related document, see TM 860 187.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.00).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Bibliographic Utilities, *Databases, Educational Research, Information Networks, Microcomputers, *Online Searching, *Online Systems, Reference Services, *Search Strategies
Identifiers—*Bibliographic Retrieval Services, End Users, *ERIC

This manual provides information to aid home computer owners in performing literature searches of ERIC and other education and social science databases using the BRS Information Technologies "After Dark" system. Assuming some familiarity with printed ERIC indexes or online searches, this manual is divided into five chapters. It is suggested that potential searchers should study the first two chapters before going online. These chapters cover the basic concepts of developing a search strategy and the commands used by the BRS "After Dark" system. The third chapter disucsses various ways to modify the search strategy regarding the retrieval of too few or too many citations. The next chapter explains how to accomplish common types of non-subject searches: specific author, publications from a specific institution, speeches from a specific meeting, or certain types of publications. The final chapter provides basic information concerning other searchable databases: Educational Testing Service Test Collection; Exceptional Child Education Resources; Mental Measurement Yearbook; Psychological Abstracts; and Resources in Computer Education. Attachments include: Search Strategy Worksheet; ERIC Field Name and Abbreviations; "After Dark" Command Summary; Mandatory Level Descriptors; and Publication Type Codes. (PN)

ED 267 100 TM 860 187
Gonzalez-Stupp, Emma Wildemuth, Barbara M.
At Home with ERIC: Online Searching from Your Home Computer. "Knowledge Index" Edition.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 86
Contract—400-83-0015
Note—50p.; For related document, see TM 860 186.
Available from—ERIC Clearinghouse on Tests, Measurement and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.00).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Bibliographic Utilities, *Databases, Educational Research, Information Networks, Microcomputers, *Online Searching, *Online Systems, Reference Services, *Search Strategies
Identifiers—*DIALOG, End Users, *ERIC

This manual provides information to aid home computer owners in performing literature searches of ERIC and other education and social science databases, such as the DIALOG Information Services "Knowledge Index" System. Assuming some familiarity with printed ERIC indexes or online searches, this manual is divided into five chapters. It is suggested that potential searchers should study the first two chapters before going online. These chapters cover the basic concepts of developing a search strategy and the commands used by the DIALOG Information Services "Knowledge Index" system. The third chapter discusses various ways to modify the search strategy regarding the retrieval of too few or too many citations. The next chapter explains how to accomplish some common types of non-subject searches: specific authors or articles from specific journals. The final chapter provides basic information concerning other searchable databases: Psychological Abstracts; Microcomputer Index; and Books in Print. Attachments include: Search Strategy Worksheet; ERIC Field Names and Abbreviations; "Knowledge Index" Command Summary; Mandatory Level Descriptors; and Publication Type Codes. (PN)

ED 269 442 TM 860 276
Stemmer, Paul M. Berger, Carl F.
Microcomputer Programs for Educational Statistics: A Review of Popular Programs. TME Report 89.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—TME-R-89
Pub Date—85
Grant—400-83-0015
Note—48p.
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Oriented Programs, *Computer Software, Content Analysis, Educational Research, *Evaluation Criteria, *Media Selection, *Microcomputers, *Statistical Analysis
Identifiers—Abstat (Computer Program), Apple Interactive Data Analysis, Crunch Interactive Statistical Package, Microstat (Computer Program), Statistical Package for the Social Sciences PC, *Statistical Packages, Statistical Processing System

This publication acquaints the user with microcomputer statistical packages and offers a method for evaluation based on a set of criteria that can be adapted to the needs of the user. Several popular packages, typical of those available, are reviewed in detail: (1) Abstat, an easy to use command driven package compatible with the IBM PC or the Apple II, can translate raw scores to z-scores; (2) Apple Interactive Data Analysis (AIDA) allows users to alter or program their own routines, using BASIC; (3) CRunch Interactive Statistical Package (CRISP), a menu-driven package for the IBM PC, has clear documentation; (4) Microstat, a menu-driven package for the IBM PC, is very easy to use; (5) Statistical Processing System (SPS), a menu-driven program, tends to have statistics favoring the natural sciences; and (6) Statistical Package for the Social/Sciences/Personal Computer Version (SPSS/PC) has retained the most important routines of the original SPSS. Examples of the basic command structure of statistics packages are offered in Appendix A. Appendix B, a compendium of microcomputer statistical resources, lists but does not evaluate important features of approximately one hundred programs. (GDC)

ED 272 515 TM 860 268
Hsu, Tse-chi Sadock, Shula F.
Computer-Assisted Test Construction: The State of the Art.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-TME-R-88
Pub Date—Nov 85
Contract—400-83-0015
Note—89p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adaptive Testing, *Computer Assisted Testing, *Computers, Educational Research, Educational Testing, Item Banks, *Measurement Objectives, *Measurement Techniques, State of the Art Reviews, *Test Construction, *Test Items

This report provides an overview of the current applications of computer technology to construct test items and/or to formulate tests according to sound measurement principles. The test items may be computer-generated from strategies programmed by test constructors, or pre-constructed by item writers and stored in computer memory. The tests formulated may be administered interactively by the computer or as paper and pencil tests. Studies dealing with computer applications in item construction, item banking, test design, and test administration (both adaptive and nonadaptive) are grouped for review in four sections: (1) theoretical and philosophical propositions; (2) applications and implementations; (3) evaluation and research; and (4) prospects for the future and implications for educational testing. It is concluded that while there have been many attempts to utilize computers for test construction, actual successful, large scale applications are relatively few. Most of these simply use computers to replace pencil and paper tests or human labor. With the exception of adaptive testing, there is little documentation to show that the quality of assessment processes is improved by computer utilization. However, with continuing rapid technological developments to overcome current computer limitations, and with attention to measurement quality, the future of computer-assisted test construction should be very bright. (BS)

ED 272 582 TM 860 528

Brandenburg, Dale C. Smith, Martin E.

Evaluation of Corporate Training Programs.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC-TME-R-91

Pub Date—May 86

Contract—400-83-0015

Note—115p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($9.00).

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Corporate Education, Curriculum Evaluation, Data Collection, Decision Making, Evaluation Criteria, *Evaluation Methods, Evaluation Problems, *Formative Evaluation, Human Resources, Job Training, *Labor Force Development, Postsecondary Education, *Summative Evaluation, *Training Methods, Training Objectives

The growing interest in human resources development (HRD) is a response to the increasingly competitive business environment which, in turn, has been shaped by such forces as the emergence of global competition, the quickening pace of technological innovation and the reduction of federal regulations in some industries. This monograph seeks to contribute to the current momentum of HRD by describing the state of the art for HRD evaluation. The needs of business managers and academicians are addressed by describing the applications of evaluation methods to decision-making within the training or HRD organization. Both formative and summative training evaluations are discussed in terms of issues, constraints, and techniques. Models for training evaluation are analyzed into a number of components: (1) definition of perspective; (2) description of variables; (3) use of flowcharts or descriptive matrices; (4) lists of questions; (5) data collection techniques; (6) data analysis techniques; (7) research designs; (8) reporting procedures; and (9) detailed examples. A section on evaluation practice summarizes analyses of evaluations to show how training evaluations are actually done. Conceptual and strategic issues that challenge the evaluator are described. An appendix outlines methods for training economic impact analysis. (LMO)

ED 272 583 TM 860 545

Kearney, C. Philip And Others

Assessing Higher Order Thinking Skills.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC-TME-R-90

Pub Date—Apr 86

Contract—400-83-0015

Note—67p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.50).

Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Ability, *Cognitive Measurement, *Cognitive Processes, Creative Thinking, Critical Thinking, Decision Making, *Educational Assessment, Educational Policy, Educational Trends, Elementary Secondary Education, Logical Thinking, *Measurement Techniques, Problem Solving, State Programs, *Teaching Methods, Time Management

Identifiers—Blooms Taxonomy, Connecticut, Michigan, *Thinking Skills

Four presentations from the 1985 Annual Michigan School Testing Conference on "Assessing Higher Order Skills" are offered in this paper, and the chairman of the First General Session provides an introductory section. The papers individually and collectively address the problem of defining higher order thinking skills. A second major question facing those interested in teaching and testing thinking skills involves whether such skills should be taught and tested as a separate subject area or embedded and infused in existing subject matter. The paper by Michael H. Kean offers a concise treatment of the major questions facing those who would embark on the teaching and testing of higher order thinking skills. Edward D. Roeber and Betty L. Stevens describe the activities in Michigan during the planning and development stage for testing higher order skills, and outline the alternative approaches being considered by state level decision makers. Joan Boykoff Baron's paper provides an analysis of Connecticut's experiences in implementing a higher order thinking skills component in an ongoing assessment program. John Fremer and Mark Daniel provide a recapitulation of problems and prospects through a discussion of several recent developments in the assessment of higher order thinking skills. (LMO)

UD

ED 263 260 UD 024 531

Ascher, Carol

Pregnant and Parenting Black Teenagers: Some Educational Preventors.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—85

Note—11p.; Paper presented at the Annual Conference of the National Black Child Development Institute (15th, Washington, October 16-18, 1985).

Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Blacks, *Desegregation Effects, Dropouts, *Early Parenthood, *Females, Outcomes of Education, *Pregnancy, Preschool Education, Secondary Education, Student Needs

Black teenage girls have more than half the babies born to single teenagers, and as they are more frequently poor as well, they are more susceptible to the negative effects early childbearing has on future schooling and jobs. Studies show that teenage mothers are far less likely to complete high school or enter the work force than other teenagers. Educational opportunities available to Blacks that enhance their appreciation of school and encourage them to enter the work force are found to be important factors in reducing early childbearing. These include preschool programs (shown to reduce later pregnancy and dropout rates which are important factors in early pregnancies); desegregation programs (studies show that the females in desegregated school programs are less likely to have a child before the age of 18); and high educational aspirations, specifically the desire to have a college degree (a study shows that these teenagers are 85% less likely to get pregnant). In order to reduce the incidence and negative effects of teenage pregnancy, the following strategies should be employed: (1) a curriculum leading to further schooling and/or jobs should be offered; (2) concrete information on the realities and responsibilities of parenting should be made available to teenagers; (3) parents of teenagers should be involved in programs before as well as after pregnancy has brought on a crisis; and (4) the involvement of teenage fathers should be fostered. (CG)

ED 267 149 UD 024 772

Gordon, Edmund W. Armour-Thomas, Eleanor

Computer Technology and Educational Equity. ERIC/CUE Urban Diversity Series, Number 91.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 85

Contract—400-82-0012

Note—55p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00 prepaid).

Pub Type— Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Structures, *Computer Assisted Instruction, Computer Managed Instruction, *Computers, *Educational Media, *Educational Technology, Elementary Secondary Education, Equal Education, Technological Advancement

The impact of the technological revolution on education is examined in this monograph, which focuses primarily on computers. First, the history of the educational uses of a variety of media (film, radio, television, teaching machines, and videodisc systems) is traced and assessed. As instructional aids, it is said, the media economize teachers' time and efforts, impart information efficiently, and can make learning more fun, but research has strongly suggested that the effectiveness of media is largely dependent on the abilities of a good teacher who uses them effectively. Next, the report describes current and emerging applications of the new computer-based technologies, including: (1) management of curriculum content; (2) management of pupil information; (3) presentation and monitoring of drill and practice; and (4) computer-assisted tutorial instruction. Following this discussion, an overview of research on the effectiveness of computers in instruction, and particularly in compensatory education, is presented. Next, difficulties in evaluating cost-effectiveness and feasibility of computer-based instruction are described. Finally, findings on the possible uses of computers in attaining educational equity are discussed. Striking inequities are said to exist between the affluent and the poor; differentials in access to equipment, program quality, and the usages of computers are reported. (KH)

ED 267 150 UD 024 773

Ascher, Carol

Pregnant and Parenting Teens: Statistics, Characteristics, and School-Based Support Services. ERIC/CUE Trends and Issues Series, Number 1.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 85

Contract—400-82-0012

Note—33p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00 prepaid).

Pub Type— Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Dropouts, *Early Parenthood, Economically Disadvantaged, High Schools, Pregnancy, *Pregnant Students, Psychological Needs, School Counseling, Sexuality, *Social Services, *Special Programs, *Student Characteristics, *Student Needs

This review of research brings together a variety of data on pregnant and parenting teenagers and on the range and effectiveness of school-based programs. The report is divided into two main sections, the first of which describes the population at risk; motivations, choices, and consequences of teenage pregnancy and motherhood; adolescent fathers; and pregnant and parenting teenagers' expressed needs for services. Section 2 presents an overview of what is being done for pregnant and parenting adolescents. In general, it is said, the existing programs address only a portion of the problems of pregnant teenagers identified in the research. First, because the attraction of parenting is inversely proportionate to the possibility of other options, dropout rates must be lowered and jobs should be created for out-of-school youth. Second, counseling courses in psychology and family life could help adolescents resolve the ambivalences between autonomy and childhood dependency. Third, because teenagers have unrealistic fantasies about what having a child will imply, they must be helped to understand the responsibilities involved. Fourth, because parents usually play an important role in teens' pregnancy resolution decisions, programs must be created to draw in the mothers and fathers of pregnant teenagers. Finally, programs need to involve the teenage father directly and to help enhance his capacity for immediate and long-term caring. (KH)

ED 268 188 UD 024 605
Ramon, Gilberto
Counseling Hispanic College-Bound High School Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-82-0012; 400-83-0023
Note—87p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Aspiration, *Access to Education, College Admission, *College Bound Students, College Entrance Examinations, *Educational Counseling, Financial Aid Applicants, High Schools, *Hispanic Americans, Information Systems, Mexican Americans, Postsecondary Education, Puerto Ricans, School Counselors, *School Guidance, *Student Needs, Student Personnel Services, Students

This monograph addresses the need for improved counseling services for Hispanic students in order to promote their interest in higher education, prepare them for the task of getting admitted, and help them find financial aid. This is discussed as a functional process for which school counseling personnel have primary responsibility, and it is suggested that a systematic, school-wide approach to developing the Hispanic high school students into college-bound students be implemented. The paper includes a review of the research literature, an overview of the status of Hispanics in higher education, a look at characteristics of one segment of the Hispanic college-bound population (Puerto Ricans and Mexican Americans), and a discussion of key elements in a systematic counseling approach. The paper outlines an approach that would include having high academic expectations and a strong curriculum, early identification of potential college-bound students, an appropriate information system, adequate preparation for the testing and application processes, and strategies for using teacher, parent, and community resources. The monograph includes a listing of resources such as college guides, financial aid information, and community and professional organizations that serve Hispanics. (CG)

ED 269 517 UD 024 870
Ascher, Carol
Improving Schooling to Reduce Teenage Pregnancy. ERIC/CUE Digest, Number 28.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-82-0012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, *Adolescents, Blacks, Desegregation Effects, *Early Parenthood, *Educational Benefits, Elementary Secondary Education, Emotional Disturbances, Job Training, *Pregnancy, Preschool Education, Unemployment, Youth Problems

This brief digest discusses teenage pregnancy and various educational strategies that appear to affect pregnancy rates. While pregnancy among white teenagers has increased since the 1970s, the birthrate among black teenagers is still five to eight times higher. Teenage mothers and fathers have lower educational attainment and income than their peers who delay childbearing. Early parenthood has short- and long-term consequences for the children as well. Babies of teenage mothers are at risk for low birth weight and high infant mortality; moreover, children of adolescent parents tend to become teenage parents themselves. Some studies show that teenage parents risk alienation from school, unemployment, or underemployment. In contrast, positive school experiences and steady progress toward employment reduce the changes of teenage pregnancy. Preschool education has been found to correlate positively with later lower delinquency and pregnancy rates in teenagers. Desegregation was also found to correlate positively with a reduction in pregnancy before the age of 18. High educational goals appear to be related to a lower incidence of adolescent pregnancy. Finally, several studies of job training programs show that for those students who do not have aspirations towards higher education, appropriate preparation for employment may serve the same positive purpose in reducing teenage pregnancy. (CG)

ED 269 518 UD 024 871
Ascher, Carol
Creating Racial Integration in a Desegregated Magnet School. ERIC/CUE Digest, Number 29.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 86
Contract—400-82-0012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Grouping, Blacks, *Desegregation Methods, *Magnet Schools, *Racial Differences, Racial Integration, *Racially Balanced Schools, Racial Relations, *School Desegregation, *School Resegregation, Suspension, Urban Schools
Identifiers—*Cooperative Learning, ERIC Digests

This brief digest reviews research findings on achieving racial integration in desegregated magnet schools. Studies show that resegregation tends to occur in most schools after desegregation as a result of tracking and ability grouping; furthermore, as the numbers of blacks rise in a school, the resegregation in classrooms tends to rise. A number of cooperative learning techniques have recently been developed which seem to work well in the integrated, heterogeneous classroom and are found to have a positive effect on race relations and achievement. Newly desegregated schools are found to expel a disproportionately high number of black students and, in general, discipline of these students is found to be more severe than with white students. Here again, cooperative learning techniques are found to build a more positive climate and reduce suspensions. Blacks and other minorities are heavily represented in compensatory education classes which, because they are pull-out programs, tend to increase resegregation. In planning desegregated magnet schools, it appears useful to: (1) maintain a mixed stable student body, (2) include children of different abilities in each classroom, (3) avoid tracking, (4) encourage interracial contact in academic and extracurricular activities, (5) recruit teachers and principals who are concerned with racial equality, (6) initiate staff development programs dealing with desegregation, and (7) involve parents in classroom instruction. (CG)

ED 270 527 UD 024 925
Webb, Michael B.
Increasing Minority Participation in the Teaching Profession. ERIC/CUE Digest Number 31.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 86
Contract—400-82-0012
Note—5p.; ERIC/CUE Digest Number 31.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, *Career Choice, Elementary Secondary Education, Higher Education, Hispanic Americans, *Minority Groups, Schools of Education, *Teacher Distribution, *Teacher Selection, *Teacher Supply and Demand
Identifiers—ERIC Digests

This digest consolidates recent, key information on minority representation in the teaching profession. Despite widespread efforts to recruit minority teachers, by 1983 the total had decreased 1.5% (down to 11% since 1973). Therefore, many students will go through their entire school career with no minority teachers, no role models, and no sense that teaching is a profession for minorities. Some reasons for this decrease are: (1) increased possibilities for minorities to make more money and win greater prestige in other professions; (2) decrease in minority recruitment and enrollment in colleges; (3) dissatisfaction with the teaching profession; (4) a popular misconception that there is a teacher surplus; and (5) state testing in which minority teachers have low passing rates. Other problems with minority teacher employment include the desegregation efforts which have given many more white teachers jobs which black teachers would otherwise have held; seniority and tenure provisions that have kept white teachers in jobs; and government moves toward incentive grants and tax incentives that diminish programs traditionally employing minority teachers. Some suggestions on how to increase minority participation in the teaching profession are included. (CG)

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Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside. ASHE-ERIC Higher Education Report No. 2, 1986.
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Agricultural Education: Review and Synthesis of the Research, Fourth Edition. Information Series No. 298.
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ERIC First Analysis: Agricultural Policy. 1986-87 National High School Debate Resolutions.
ED 271 801 (CS)

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American Indian Reservations
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ED 272 431 (SO)

ERIC Digests

(Announced in 1986)

The ERIC Clearinghouses produce short (usually 2-page), user-oriented reference sheets called "ERIC Digests" (formerly "Fact Sheets" or "Short Reports"), on topics of high current interest. A standard format has been developed for "ERIC Digests."

ERIC Digests were not initially regarded as major ERIC Clearinghouse products and therefore were not regularly entered into the ERIC database or announced in the monthly abstract journal *Resources in Education.* Beginning in mid-1985, however, a policy was established of entering all ERIC Digests in the ERIC database.

Listed below, under the name of the Clearinghouse responsible for their development, are the ERIC Digests announced during 1986. Most of the 1986 Digests have ED accession numbers and appear in the body of this bibliography, but a few do not. Single copies of ERIC Digests are generally available from the responsible Clearinghouse as long as the printed supply lasts.

An online file containing the full text of selected ERIC Digests is offered via The Source. Details are available immediately following this list. (See ERIC Ready Reference #9).

TITLE	DIGEST DESIGNATION	ED NUMBER (if any)
CE		
Adult Literacy Volunteers.	Overview. ERIC Digest No. 48	ED 268 301
Bilingual Vocational Education for Immigrants.	Overview. ERIC Digest No. 49	ED 268 302
Education and Employment.	Overview. ERIC Digest No. 50	ED 268 303
The Family-Career Connection.	Overview. ERIC Digest No. 52	ED 268 305
Interactive Video in Vocational Education.	Overview. ERIC Digest No. 51	ED 268 304
CG		
Adolescent Substance Abuse: Counseling Issues.	In Brief: An Information Digest from ERIC/CAPS	ED 260 364
Adult Career Development: An Overview.	Highlights: An ERIC/CAPS Fact Sheet	ED 260 370
Assessing School Counselor Performance.	In Brief: An Information Digest from ERIC/CAPS	ED 260 365
Counseling and Educational Excellence: A Response to "A Nation at Risk".	In Brief: An Information Digest from ERIC/CAPS	ED 260 366
Creativity and Counseling.	Highlights: An ERIC/CAPS Fact Sheet	ED 260 369
Eating Disorders: Counseling Issues.	In Brief: An Information Digest from ERIC/CAPS	ED 260 367
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Selecting a College: A Checklist Approach.	Highlights: An ERIC/CAPS Fact Sheet	ED 266 339
Teenage Pregnancy.	Highlights: An ERIC/CAPS Fact Sheet	ED 266 340
Teenage Suicide: Identification, Intervention, and Prevention.	Highlights: An ERIC/CAPS Fact Sheet	ED 266 338
Unemployed Youth: Counseling Issues.	In Brief: An Information Digest from ERIC/CAPS	ED 260 362

TITLE	DIGEST DESIGNATION	ED NUMBER (if any)
CS		
Assessing Listening and Speaking Skills.	ERIC Digest	ED 263 626
Humanities in the English Classroom.	ERIC Digest	ED 269 809
Integrating the Language Arts.	ERIC Digest	ED 263 627
Issues Affecting High School Literature Programs.	ERIC Digest	ED 270 783
Teaching English to the Gifted Student.	ERIC Digest	ED 270 782
Testing in Literature.	ERIC Digest	ED 267 435
Using Microcomputers in Elementary Language Arts Instruction.	ERIC Digest	ED 264 575
EA		
Choice in the Public Schools.		
Communicable Diseases in the Schools.		
Day Care in Schools.		
Home Schooling.		
Teacher Tenure.		
EC		
The Administrator's Role in the Education of Gifted and Talented Children.	1985 Digest	ED 262 516
The Argument for Early Intervention.	1984 Digest	ED 262 502
Being at Ease with Handicapped Children.	1984 Digest	ED 262 506
Career Search for the Gifted and Talented.	1985 Digest	ED 262 507
Characteristics of Intellectually Gifted Children.	1985 Digest, Revised	ED 262 517
Creativity and the Creative Process.	1985 Digest	ED 262 508
Curricula for the Gifted and Talented.	1985 Digest	ED 262 518
Defining Giftedness.	1985 Digest	ED 262 519
Developing Individualized Education Programs (IEPs) for the Gifted and Talented.	1985 Digest, Revised	ED 262 509
Developing Programs for the Gifted and Talented.	1985 Digest	ED 262 520
Evaluations of Programs for the Gifted and Talented.	1985 Digest, Revised	ED 262 510
Forming a Local Parent Association for Gifted and Talented Education.	1985 Digest	ED 262 521
The Gifted and Talented Handicapped.	1985 Digest	ED 262 522
Identification of the Gifted and Talented.	1985 Digest	ED 262 523
The Imperative for Educational Reform: Implications for Special Education.	1984 Digest	ED 262 504
Leadership Skills Among the Gifted and Talented.	1985 Digest	ED 262 511
Mentorships for the Gifted and Talented.	1985 Digest	ED 262 512
Parents' Rights and Responsibilities.	1984 Digest, Revised	ED 262 499
Personal Development in Special Education: Quantity Versus Quality.	1984 Digest	ED 262 515
The Preschool Gifted and Talented Child.	1985 Digest	ED 262 524
Professional Training for Teachers of the Gifted and Talented.	1984 Digest	ED 262 525
Reading for the Gifted.	1985 Digest	ED 262 513
Serving the LD Student in a Vocational Education Classroom.	1984 Digest, Revised	ED 262 501
Technology for the Gifted and Talented.	1985 Digest	ED 262 514
Underachieving Gifted Students.	1985 Digest	ED 262 526
Using Your Microcomputer to Acquire Special Education Information.	1984 Digest	ED 262 503
What Is Down Syndrome?	1984 Digest	ED 262 505
What Is Dyslexia?	1984 Digest	ED 262 500

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FL		
ESL Teacher Certification.	ERIC Digest	ED 276 306
Limited-English-Proficient Students in the Schools: Helping the Newcomer.	ERIC Digest	
The Need for Foreign Language Competence in the United States.	ERIC Digest	ED 276 304
Parent Involvement and the Education of Limited-English-Proficient Students.	ERIC Digest	
Personal Benefits of Foreign Language Study.	ERIC Digest	ED 276 305
What Is Linguistics?	ERIC Digest	ED 278 255
HE		
Academic Program Reviews.	ERIC Digest; EDO-HE-86-5	
A Critical Need for College Student Personnel Services.	ERIC Digest; EDO-HE-86-2	
Faculty Consulting and Supplemental Income.	ERIC Digest; EDO-HE-86-4, Rev.	
Faculty Participation in Decision Making.	ERIC Digest; EDO-HE-86-3	
Flexibility in Academic Staffing.	ERIC Digest; EDO-HE-86-6	
Students in Urban Settings. Achieving the Baccalaureate Degree.	ERIC Digest; EDO-HE-86-1	
IR		
Accessing ERIC with Your Microcomputer.	ERIC Digest	ED 270 100
Building Databases for Education.	ERIC Digest	ED 270 107
ERIC for Practitioners.	ERIC Digest	ED 270 101
Microcomputer Courseware Evaluation Sources.	ERIC Digest	ED 270 102
Software Copyright Interpretation.	ERIC Digest	ED 261 649
Videodiscs in Education.	ERIC Digest	ED 270 103
Videotex 1985: Educational Applications.	ERIC Digest	ED 270 104
JC		
Approaches to Staff Development for Part-Time Faculty.	ERIC Digest	ED 270 180
Are Communications Technologies in Education a Threat to Faculty?	ERIC Digest	ED 269 114
Assessing Student Degree Aspirations.	ERIC Digest	ED 261 754
Community College Faculty and the Transfer Function: A Critical Analysis.	ERIC Digest	ED 261 755
The Community College Professor: Teacher and Scholar.	ERIC Digest	ED 272 248
Community Colleges: How to Develop a Positive Liaison with State Lawmakers.	ERIC Digest	ED 269 117
Counting the Reverse Transfer Students.	ERIC Digest	ED 261 757
The Current Status of the Associate Degree.	ERIC Digest	ED 261 758
Measuring Student Outcomes through the Associate Degree.	ERIC Digest	ED 269 116
Positioning Community Colleges via Economic Development.	ERIC Digest	ED 269 115
Should Your College Start a Center for the Delivery of Contract Training Programs?	ERIC Digest	ED 270 138
Strengthening Transfer Opportunities in the Community College.	ERIC Digest	ED 261 756
What Statistical Information Is Available on Two Year Colleges: A Summary of Research Findings.	ERIC Digest	ED 261 759
Writing Instruction in the Two-Year College.	ERIC Digest	ED 272 258

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PS		
Children's Peer Relationships		ED 265 936
Choosing Software for Children.		ED 267 914
Grade Retention and Promotion.		ED 267 899
Parents and Schools.		ED 269 137
Teaching Early Childhood Educators and Other Adults How to Use Computers.		ED 265 935
RC		
Alternative Funding Sources for Migrant Education.		ED 260 872
Energy Conservation in Small Schools.	Small Schools Digest	ED 261 818
Facilitating Certification and Professional Development for Small Schools	ERIC Digest: Small Schools	ED 260 884
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers.		ED 260 870
Outdoor Education Activities for Elementary School Students.		ED 260 873
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Public School Administration on Indian Reservations.		ED 260 869
Small School Principals and Effective School-Community Relations	ERIC Digest	ED 261 817
Undocumented Children: An Ongoing Issue for the Public Education System.		ED 260 871
SE		
Achievement in Mathematics Education.	ERIC/SMEAC Mathematics Education Digest No. 1*	ED 260 890
The Learning of Mathematics.	ERIC/SMEAC Mathematics Education Digest No. 1*	ED 265 050
Recent Research on Mathematics Instruction.	ERIC/SMEAC Mathematics Education Digest No. 2*	ED 266 019
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Teacher Mentoring.	ERIC Digest No. 7	ED 271 477
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TM		
Minimum Competency Testing	Update	
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Association (NSPRA)
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Arlington, VA 22209
Telephone: (703) 528-5840

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ERIC Clearinghouse on Elementary
and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: (217) 333-1386

ERIC Ready Reference #6
Revised April 1987

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development,career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 423-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on ***Languages and Linguistics*** **(FL)**
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on ***Reading and Communication Skills*** **(CS)**
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801-1096
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on ***Rural Education and Small Schools*** **(RC)**
New Mexico State University
Computer Center (Room 218), Stewart Street
Department 3AP, Box 30001
Las Cruces, New Mexico 88003-0001
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools: outdoor education.

ERIC Clearinghouse for ***Science, Mathematics, and Environmental Education*** **(SE)**
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for ***Social Studies/Social Science Education*** **(SO)**
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on ***Teacher Education*** **(SP)**
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on ***Tests, Measurement, and Evaluation*** **(TM)**
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541-0001
Telephone: (609) 734-5176

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on ***Urban Education*** **(UD)**
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington, D.C. 20208-1235
Telephone: (202) 357-6289

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